The Indiana State Library
Library Services and Technology Act (LSTA) Grants to States Implementation Evaluation
FFY 2013 – FFY 2017

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Date: March 29, 2017
Commissioned by The Indiana State Library
Jacob Speer, Director

INSTITUTE *of* **Museum** and **Library** SERVICES

TABLE OF CONTENTS

Evaluation Summary

Given Indiana's 2016 estimated population of 6,633,053[1], the state's annual Library Services and Technology Act (LSTA) Grants to States[2] allotment of approximately $3.1 million per year translates into 47 cents per person on an annual basis. LSTA funds alone are obviously inadequate to meet the library and information needs of all Indiana residents. The Indiana State Library's (ISL) challenge has been to find ways to make 47 cents per person transformative in terms of library services; to leverage a small amount of money to accomplish major results by strategically deploying funds and securing other public and private monies in support of library and information services.

Indiana has chosen to take a hybrid approach in its use of its LSTA allotment. Unlike some states that invest all or nearly all their Grants to States dollars in statewide initiatives and unlike yet other states that distribute a majority of their funds through extensive sub-grant programs, ISL does a little of both. The Indiana State Library has invested a little over half (55.65%)the amount (55.65%) of its LSTA funding on a few major statewide initiatives. Four projects (the Talking Book and Braille Library [TBBL], the Evergreen integrated library system [ILS] consortium, the INSPIRE database program, and the Indiana Virtual Catalog) are responsible for this percentage during the last three Federal Fiscal Years [FFY]).

The remaining LSTA dollars are allocated to support a variety of efforts; however, three categories are the most prominent. They are:
- additional resource sharing efforts such as the Statewide Remote Circulation System (SRCS),
- digitization initiatives, and,
- investments in technology.

If projects in these three categories are added to the for major initiatives mentioned previously, one can account for over eighty percent of total LSTA expenditures (See Appendix H for expenditure details). A significant number of relatively small digitization and technology subgrants (typically between 35 and 60 subgrants per year) are conspicuous parts of this mix.

If one were to characterize ISL's implementation of the LSTA program in a single word, "balanced" would make an excellent choice. LSTA dollars are not spent in Indiana; they are invested. Furthermore, in the opinion of the evaluators, Hoosiers are getting an excellent return on their investment. The "balance" that the evaluators see in Indiana's LSTA stands on four legs. They are:
1. ISL creates a solid baseline/platform for library services with its investments in resource sharing (including Evergreen and the new SRCS program as well as the Virtual Catalog);
2. ISL ensures access to quality reading resources for State residents who are print disabled (blind, physically handicapped);
3. ISL preserves Indiana's heritage and makes the historical record widely available through what is arguably the best coordinated digitization program in the nation; and,
4. ISL opens the door to the future through LSTA investments in technologies (largely at the local level).

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[1] U.S. Census Bureau QuickFacts https://www.census.gov/quickfacts/table/PST045216/18

[2] For brevity's sake, the Library Services and Technology Act's Grants to States program will be referred to simply as LSTA throughout this report.

The Indiana State Library's implementation of LSTA is extremely well-managed. Based on work with over two-dozen other state library administrative agencies (SLAAs), Indiana clearly stands out as a state that does an exceptionally fine job of overseeing the subgrant program. Potential grant recipients are provided with clear and concise application materials, highly accessible instruction (including webinars) during the application process, excellent training and guidance in grant-writing, straightforward expectations regarding evaluation and reporting, and personal hand-holding at every step along the way. As one focus group participant said, "They really want you to succeed."

After reviewing Indiana's LSTA program in detail, the evaluator conclude that ISL has ACHIEVED two of the three goals that it established for itself in *its Indiana State Library LSTA Five Year Plan 2013-2017* and further find that the impact of LSTA dollars on the quality of library and information services in the Hoosier State has been substantial.

There are three goal statements in the *Library Services and Technology Act Five-Year Plan for Indiana State Library.* They are:

Goal 1: information Access - *The Indiana State Library will provide up-to-date, reliable access to information to meet the needs of all Indiana residents by utilizing effective telecommunications, technology, and resources.*

Goal 2: Enhanced Services - *The Indiana State Library will aid libraries in improving services to Indiana residents, including services that support lifelong learning, employment, and civic engagement.*

Goal 3: Capacity Building - *The Indiana State Library will improve the capacity of libraries through staff development and training opportunities.*

For purposes of this summary, the evaluators will look at the accomplishments of the Indiana State Library in implementing their Plan at the Goal level. In the body of the evaluation, details will be provided supporting the conclusions that are reached regarding whether goals have been achieved, partly achieved or not achieved.

A.   Retrospective Questions

A-1. To what extent did the Indiana State Library's Five-Year Plan activities make progress towards each goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

As part of the assessment process, the evaluators asked key Indiana State Library staff involved with the LSTA program to offer their personal appraisals of progress toward each of the three goals included in the Indiana State Library's 2013-2017 five-year Plan. In the self-assessment, the Indiana State Library's internal appraisal was that the state library agency had accomplished enough to qualify as having **ACHIEVED** Goals 1 and 3 and that it had progressed sufficiently to declare that it had **PARTLY ACHIEVED** Goal 2. The evaluators concur with this assessment.

Table 1 on the next page offers a summary of both the Indiana State Library's internal assessments and the evaluators' conclusions.

Table 1 – Indiana State Library and Evaluators' Assessment of Progress		
Goal	Indiana State Library's Assessment	Evaluators' Assessment
Goal 1: The Indiana State Library will provide up-to-date, reliable access to information to meet the needs of all Indiana residents by utilizing effective telecommunications, technology, and resources.	Achieved	Achieved
Goal 2: The Indiana State Library will aid libraries in improving services to Indiana residents, including services that support lifelong learning, employment, and civic engagement.	Partly Achieved	Partly Achieved
Goal 3: The Indiana State Library will improve the capacity of libraries through staff development and training opportunities.	Achieved	Achieved

Goal 1: Information Access - The Indiana State Library will provide up-to-date, reliable access to information to meet the needs of all Indiana residents by utilizing effective telecommunications, technology, and resources.

The evaluators find two compelling reasons to conclude that the Indiana State Library has **ACHIEVED** Goal 1. They are:

1. The Indiana State Library 's support for resource sharing is exceptionally strong and, furthermore, efforts are scaled to ensure that libraries of all sizes and financial strength can participate. The tremendous initial success of the new SRCS system on top of ongoing support for the Evergreen project is impressive.
2. Indiana's INSPIRE program continues to be broad in scope as well as better known and more highly used by the public library community and by end users than similar programs are in many other states.

The evaluators conclude that ISL has **ACHIEVED** Goal 1.

Goal 2: Enhanced Services - *The Indiana State Library will aid libraries in improving services to Indiana residents, including services that support lifelong learning, employment, and civic engagement.*

The evaluators believe that ISL has been largely successful in its efforts undertaken in support of Goal 2. We find two compelling reasons to conclude that ISL has PARTLY ACHIEVED Goal 2. They are:
1. The Talking Book and Braille Center, although it has technically been categorized by ISL as a Goal 1 project in the IMLS State Program Report (SPR), shows up as a Goal 2 project in the Five-Year LSTA Plan and, in the opinion of the evaluators, fits better in Goal 2. The program is active, effective and exemplary in some aspects off service. The Indiana Voices program is worthy of specific mention.
2. Although most digitization and technology subgrants are categorized appropriately as Goal 1 (Information Access) projects, the impact of carrying out these projects translates into "Enhanced Services" for local library users. ISL's partnership and collaboration efforts are very strong and help ISL in its attempt to reach deep into communities; however, impact in the IMLS Human Resources, Economic and Employment Development and Civic Engagement focal areas is often very limited and localized.

The evaluators conclude that ISL has **PARTLY ACHIEVED** Goal 2.

Goal 3: Capacity Building - *The Indiana State Library will improve the capacity of libraries through staff development and training opportunities.*

The ISL has made enough progress on this Goal for the evaluators to conclude that the Goal has been ACHIEVED. However, we believe that Goal 3 is still a work in progress. Staff development and training *opportunities* are very good; however, impacts on affecting real changes in local library staff behaviors have not been tracked to the extent necessary to completely validate the impact of all of these efforts. Following is the evaluators' rationale for this conclusion:

> ISL offers library staff members many opportunities to participate in staff development and training in many different ways (e.g., face-to-face workshops, synchronous and asynchronous virtual training, etc.); however, the outcomes associated with staff development efforts are mixed.

While ISL's performance in reaching this Goal is not as strong as its efforts on Goal 1, the evaluators believe that ISL has done enough and is on a trajectory to fully meet this goal by the end of the five-year planning cycle. The evaluators therefore conclude that ISL has **ACHIEVED** Goal 3.

A-2. To what extent did the Indiana State Library's Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?
Appendix F maps projects to the IMLS Measuring Success focal areas and intents. A review of Appendix F will show that ISL's LSTA program has been most successful in addressing the intents falling under the INFORMATION ACCESS and INSTITUTIONAL CAPACITY focal areas. Some projects also achieve some of the LIFELONG LEARNING intents. Only a handful of projects directly address the intents included in the ECONOMIC & EMPLOYMENT DEVELOPMENT, HUMAN RESOURCES, and CIVIC ENGAGEMENT categories.

A-3. Did any of the groups identified by IMLS as target audiences represent a substantial focus of Indiana's Five-Year LSTA Plan activities? (Yes/No) YES
Only one of the targeted audiences identified by IMLS reach the 10% expenditure threshold established as representing a substantial focus. The Indiana Talking Book and Braille Center accounted for 16.02% of total LSTA expenditures over the three-year period covered by this evaluation. The fact that no other target audiences reach the 10% threshold is primarily due to the fact that most of the largest projects undertaken (Evergreen, INSPIRE and the Indiana Virtual Catalog) all target the general population. Although funding for staff development efforts does not approach the 10% IMLS threshold, ISL's program nevertheless has significant impact on the library workforce.

B.   Process Questions

B-1. How has the ISL used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?
Data from the SPR has been used within ISL to improve services and existing services. When deciding the annual budget for LSTA, ISL reviews funding levels for previous years and determines future funding based on past performance as well as on need and statewide impact. SPR data has also been used to establish benchmarks for performance. Both successes and failures have been examined to determine whether information and data from the SPR can be

applied to increase the impact of future services.

B-2. Specify any changes ISL made to the Five-Year Plan, and why this occurred.
No formal changes or amendments were made to the Plan since it was submitted.

B-3. How and with whom has ISL shared data from the old and new SPR and from other evaluation resources?

To protect confidentiality, raw SPR (and other LSTA resources) are only shared internally. However, derivative statistics and other data drawn from the SPR and other sources are sometimes used to keep various stakeholder informed of ISL's activities. This includes ISL management, staff, and the Indiana Library and Historical Board. Information is also shared as appropriate the broader library community and occasionally with other units of government or non-profit organization that [partner with ISL on a variety of initiatives. Finally, SPR data was shared with the QualityMetrics team for the purpose of this evaluation

C.   Methodology Questions

C-1. Identify how ISL implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators.
To ensure rigorous and objective evaluation of the Indiana State Library's implementation of the LSTA Grants to States program, the State of Indiana issued a Request for Quotations/ Invitation to Bid on behalf of the Indiana State Library on July 19, 2016. QualityMetrics LLC, a library consulting firm with considerable expertise in evaluation methodologies, submitted a proposal before the July 29, 2016 deadline and subsequently was awarded the contract to conduct the independent LSTA evaluation.

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.
QualityMetrics employed a mixed-methods research approach that included a review of the State Program Reports and other relevant documents and statistics, focus groups, and a web-based survey to collect information from stakeholders. The evaluators completed a site-visit to the State Library Administrative Agency on November 21, 2016 and interviewed key staff. A series of three focus groups was completed in November, 2016 as well.

SPRs were reviewed in detail and additional reports, documentation, websites, fliers, newspaper articles, and social media feeds were consulted selectively as corroborating evidence. A web-based survey conducted between January 17, 2017 – February 7, 2017 provided additional quantitative and qualitative information. Additional corroborative evidence from comments collected in the survey served to triangulate the evidence gathered.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how the evaluators engaged them.
Indiana State Library staff were engaged through personal interviews during a site visit to the agency, via telephone, and through the exchange of numerous emails. Other stakeholders were engaged through a series of focus groups and through a web-based survey.

C-4. Discuss how ISL will share the key findings and recommendations with others.
The Indiana State Library will share the findings with ISL staff and with the Indiana Library and Historical Board. Information may also be shared with specific groups and committees within the broader Indiana library community. The report will be publicly available on the agency's website as well as on the IMLS website.

Evaluation Report

INTRODUCTION

This evaluation is based on a review of three years of performance by the Indiana State Library in implementing its *LSTA Five-Year Plan 2013 - 2017.* It covers activities conducted using LSTA Grants to States funding for FFY 2013, FFY 2014, and FFY 2015. The challenges associated with evaluating this period were significant. The Institute of Museum and Library Services' (IMLS) transition from a legacy State Program Report system to a new SPR system represents a major change in the way in which State Library Administrative Agencies report on their projects and activities.

Changes built into the new system to enhance the ability to track outcomes, focal areas and targeted audiences in the long-term affected the ways in which states reported their projects in the short-term. In fact, the structure in which SPR data was captured during the three-year period varied somewhat from year to year. This was particularly true in reporting for FFY 2015. The Indiana State Library appropriately reported the same or similar activities in different ways in different years due to new reporting protocols established by the IMLS.

This change in reporting protocols as well as the fact that the SPR system itself was still undergoing revision during the period covered by the evaluation often resulted in a lack of parallel reporting. While the change in the SPR was long overdue and should enhance reporting in the future, it nevertheless often left the evaluators with a difficult task in making "apples to apples" comparisons. Fortunately, the mixed methods evaluation approach used by QualityMetrics that incorporated focus groups, a web-based survey, and interviews in addition to a review of the SPRs and other statistical reports provided by the state library agency proved invaluable and successfully dealt with most of these challenges.

In an effort to fairly evaluate the Indiana State Library's progress, the evaluators have taken some liberty in standardizing the reporting of projects into fewer, larger categories. The hybrid approach that was used groups projects undertaken to further each goal with similar projects. Charts that appear in Appendix H (Indiana LSTA Grants to States Expenditures – FFY 2013 – FFY 2015), present all the hybrid project categories used as well as expenditures in each of these categories for each of the three years. One chart shows all expenditures for efforts undertaken in pursuit of all goals followed by a breakdown of project categories and expenditures for each of the three goals.

The evaluation that follows is structured around the IMLS' *Guidelines for IMLS Grants to States Five-Year Evaluation* and the three goals that appeared in the *Library Services and Technology Act Five-Year Plan for Indiana State Library.* After presenting a short background section, we will proceed to report on the Retrospective Questions (Section A) posed by IMLS for each of the three goals. We will then proceed to respond to the Process Questions (Section B) and Methodology Questions (Section C) as a whole, noting any differences that apply to individual goals.

Within the sections for each goal, individual projects will be presented in the order of the magnitude of LSTA expenditures by project. Typically, greater detail will be presented regarding larger scale projects. Very small projects (those that account for less than 3% of the

total LSTA expenditures for the three-year period) will get little more attention than a brief description due to the small amount of LSTA funding expended. As an example, "The Difference is You" Paraprofessional Workshop was reported as a separate project but accounted for only four one-hundredths of one-percent of LSTA funding for the three-year period covered by the evaluation and is simply described rather than being the subject of analysis.

BACKGROUND

Because the LSTA Grants to States program uses a formula that is primarily population-driven to determine state allotments, Indiana, as a state with a fairly sizeable population, receives a sizeable allocation. Indiana's LSTA funding allotment ranks 16th among the states and territories included in the program. The Hoosier State received an average of a little over $3.1 million ($3,102,053) per year over the course of the three years (FFFY 2013, FFY 2014, and FFY 2015) covered by this evaluation.

Given Indiana's 2016 estimated population of 6,633,053, the state's annual Library Services and Technology Act (LSTA) Grants to States allotment of approximately $3.1 million per year translates into 47 cents per person on an annual basis. LSTA funds alone are obviously inadequate to meet the library and information needs of all Indiana residents. The Indiana State Library's (ISL) challenge has been to find ways to make 47 cents per person transformative in terms of library services; to leverage a small amount of money to accomplish major results by strategically deploying funds and securing other public and private monies in support of library and information services.

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The remaining LSTA dollars are allocated to support a variety of efforts; however, three categories are the most prominent. They are:
- additional resource sharing efforts such as the Statewide Remote Circulation System (SRCS),
- digitization initiatives, and,
- investments in technology.

If projects in these three categories are added to the four major initiatives mentioned previously, one can account for over eighty percent of total LSTA expenditures (See Appendix H for expenditure details). A significant number of relatively small digitization and technology subgrants (typically between 35 and 60 subgrants per year) are conspicuous parts of this mix.

If one were to characterize ISL's implementation of the LSTA program in a single word, "balanced" would make an excellent choice. LSTA dollars are not spent in Indiana; they are

invested. Furthermore, in the opinion of the evaluators, Hoosiers are getting an excellent return on their investment. The "balance" that the evaluators see in Indiana's LSTA stands on four legs. The legs are:

1. ISL creates a solid baseline/platform for library services with its investments in resource sharing (including Evergreen and the new SRCS program as well as the Virtual Catalog);

2. ISL ensures access to quality reading resources for State residents who are print disabled (blind, physically handicapped);

3. ISL preserves Indiana's heritage and makes the historical record widely available through what is arguably the best coordinated digitization program in the nation; and,

4. ISL opens the door to the future through LSTA investments in technologies (largely at the local level).

There are three goal statements in the ***Library Services and Technology Act Five-Year Plan for Indiana State Library.*** They are:

Goal 1: Information Access
The Indiana State Library will provide up-to-date, reliable access to information to meet the needs of all Indiana residents by utilizing effective telecommunications, technology, and resources.

Goal 2: Enhanced Services
The Indiana State Library will aid libraries in improving services to Indiana residents, including services that support lifelong learning, employment, and civic engagement.

Goal 3: Capacity Building
The Indiana State Library will improve the capacity of libraries through staff development and training opportunities.

Information will be presented for each project category undertaken under each goal. An assessment will then be offered regarding the degree to which these activities meet the objectives that were presented in Indiana's five-year plan.

A.   RETROSPECTIVE QUESTIONS

Goal 1: Information Access *- The Indiana State Library will provide up-to-date, reliable access to information to meet the needs of all Indiana residents by utilizing effective telecommunications, technology, and resources.*

Goal 1 Retrospective Question A-1. To what extent did the Indiana State Library's Five-Year Plan Goal 1 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

Following are the titles and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal 1.

Projects & Expenditures

Resource Sharing (Evergreen)	$ 1,457,738.57
INSPIRE (Indiana Virtual Library)	$ 1,172,386.79
Indiana Virtual Catalog	$ 1,058,220.87
Technology Grants and Subgrants	$ 751,619.74
Indiana State Data Center	$ 725,080.18
Digitization Subgrants	$ 618,840.49
Indiana Memory Digitization	$ 419,744.76
Statewide Remote Circulation System	$ 355,488.92
Innovative Library Technology Subgrants	$ 154,048.00
Indiana State Library Patron Access and Preservation	$ 61,861.45
Goal 1 Statewide Digitization Grants	$ 38,597.63
Resource Sharing – Indiana Share	$ 38,351.39
LSTA Public Awareness Initiatives	$ 36,067.80
Total	$ 6,888,046.59

Goal 1 expenditures represent 74.02% of Indiana's total LSTA allotment in the FFY 2013 – FFY 2015 period.

RESOURCE SHARING (EVERGREEN)
$ 1,457,738.57 (15.66% of LSTA expenditures)

Following is a description of the Evergreen Indiana program that appears on the Evergreen blog:

Evergreen Indiana is a growing consortium of more than 100 (now 111) public, school and institutional libraries located throughout Indiana that use the Evergreen ILS. Patrons of member libraries can use their Evergreen Indiana library card to view the catalogs and borrow materials from the other member libraries.

The Evergreen Indiana project is being funded by the Indiana State Library through Library Services and Technology Act [LSTA] grants and participant membership fees. The services provided by the State Library include purchasing and maintaining the central servers, personnel costs in operating the system, training, software development, data conversion, and other related expenses.

It is difficult to overstate the importance of a large-scale consortium like Evergreen on resource-sharing activity. Although the ongoing cost of subsidizing the consortium is relatively high, the evaluators' examination of usage reveals that the benefits for each dollar spent are

considerable. The Evergreen consortium is larger in terms of number of libraries, holdings, circulation, and interlibrary loan transactions than several statewide resource sharing systems with which the evaluators are familiar. Resource sharing volumes handled by Evergreen are akin to the total resource sharing activity in a number of states.

Holdings of the consortium in 2016 totaled over 6.8 million items (2.9 million unique bibliographic records). Participation in the consortium facilitated over one-half million "crossover" walk-in transactions (511,258). Circulation facilitated using the system was 8,127,453 and 396,593 items were sent as interlibrary loans. Furthermore, support for the consortium doesn't just support the ILS function. The LSTA support help bind together a vital network of libraries that are moving in the same direction and finding joint solutions to shared problems.

The evaluators have witnessed many small hybrid solutions to resource sharing and, in fact, Indiana has this situation to some degree. However, at the end of the day, a single system for all would be the most cost effective. We conclude that maintaining the health of Evergreen is clearly in the interests of libraries throughout the State. One focus group participant called Evergreen Indiana's "crown jewel."
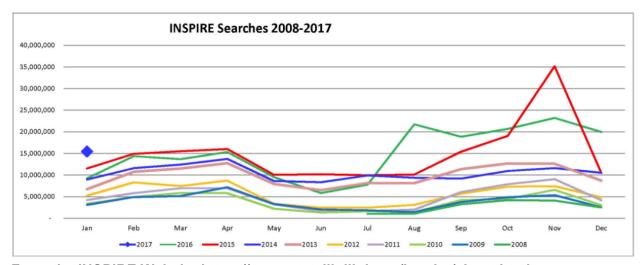

INSPIRE (INDIANA VIRTUAL LIBRARY) DATABASES
$ 1,172,386.79 (12.60% of LSTA expenditures)

INSPIRE is approaching its 20th birthday and all indications are that it is healthy.

Table 2 - INSPIRE Facts			
	2013	2014	2015
Databases	62	51	75
Searches	126,362,863	146,982,485	181,298,864

INSPIRE is Indiana's Virtual Online Library. It is a collection of online academic databases and other information resources that can be accessed by Indiana residents. INSPIRE began in January 1998 as a project of the Indiana State Library, funded by a one-time development grant from the Lilly Endowment Inc. Since that time, INSPIRE has been supported by the Indiana General Assembly through Build Indiana Funds and the Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, and through a partnership with the Academic Libraries of Indiana (ALI).

INSPIRE includes full-text magazine and journal articles, websites, pamphlets, images, almanacs, full-text historic newspapers, multimedia, library catalogs, and much more. In most cases, INSPIRE provides cover-to-cover indexing and abstracts of all articles that appear in every periodical with the exception of some newspapers. Only letters to the editor, advertisements, and some images are excluded for copyright reasons. INSPIRE is a free resource available to all Indiana residents who have Internet access .

From the INSPIRE Website https://www.statelib.lib.in.us/inspire/about.html

The INSPIRE databases were one of the topics featured in the web-survey that was conducted as part of this evaluation. The Web-Survey report (Appendix I) provides details regarding the library community's assessment of the database program. One item of interest is the fact that different types of libraries find value in INSPIRE from different products and for different reasons. For larger public libraries and many academic libraries, INSPIRE represents content that they don't have to license meaning that they have dollars available to meet other needs. For smaller libraries, the databases extend the availability far beyond what the library could otherwise offer.

INDIANA VIRTUAL CATALOG
$ 1,058,220.87 (11.37 % of LSTA expenditures)

LSTA funding is used to cover OCLC WorldCat licensing fees. The funding provides Indiana residents a window on the world. WorldCat is the world's largest network of library content and services enabling residents to locate over two billion informational material holdings (including approximately 1.7 billion article-level records). Through the Indiana State Library's subscription, the collections of over 200 Indiana libraries are aggregated, allowing users to search specifically for materials located within Indiana.

Although there is much to dislike about WorldCat (primarily the cost), Its importance continues to be very high. The introduction of the new Statewide Remote Circulation System (SRCS) is already having an impact on the Indiana Virtual Catalog volume. Both systems need to be tracked in tandem in order to understand the emerging dynamic between them and to make informed decisions moving forward.

In the web-survey conducted as part of the evaluation, WorldCat was identified as the site that public librarians most frequently "clicked through" to from the INSPIRE landing page.

TECHNOLOGY GRANTS AND SUBGRANTS
$ 751,619.74 (8.08% of LSTA expenditures)

In the focus groups conducted as part of this evaluation, the evaluators asked participants, "where does innovation live in Indiana's libraries?" Invariably, the conversation quickly turned to the technology subgrant program.

We have already established that the evaluators believe that Indiana's subgrant program is very well managed. One unique feature is that the technology subgrant program is very "open." In many states, similar grant programs would be very narrowly focused and would prescribe "THE thing" or "the few things" that could be purchased or could be done with such a grant. Indiana has remarkably created a culture in which the individual libraries are playing an important role in determining what is important and, in fact, what is innovative.

A review of individual grants reveals a tremendous scope of activities and purchases.

Focus group participants added their voices. One said,

> "Having the LSTA funding available allows us to experiment."

Another added that getting a technology grant enabled them to do a project that helped their patrons

> "…push their digital literacy skills to a new level."

INDIANA STATE DATA CENTER
$ 725,080 (7.79 % of LSTA expenditures)

The Indiana State Library operates a State Data Center providing all libraries and Indiana residents with access to information about the demographics and characteristics of the State. The Data Center coordinates with many agencies including the Indiana Business Research Center at Indiana University's Kelley School of Business (IBRC), the Indiana Department of Workforce Development (IDWD), the Geography Educators' Network of Indiana (GENI), and the Indiana Geographic Information Council (IGIC).

One of the roles of the State Data Center is training librarians and other government workers in the use of Census data. The Indiana State Data Center hosted 10 programs and tours for 164 attendees. Workshop topics included: Indiana's Giant County Maps & Timelines Project (a partnership with 9 other organizations), BioBlitz National Geographic activity, Establishing and Growing Data Partnerships, Early US Census Questionnaires (1790-1860), an affiliate training, and several introductions to the Data Center.

DIGITIZATION SUBGRANTS
$ 618,840.49 (6.65% of LSTA expenditures)

Like the technology grants, digitization grants engage the library community in new and different ways. An additional benefit from the digitization grants is that they have been the
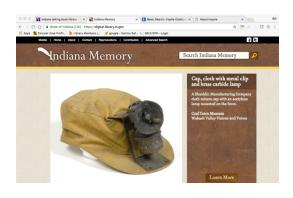
point of origin for many partnerships that would not have existed otherwise. The Indiana State Library's gentle leadership is clear in reviewing digitization subgrants. While the digitization grant process is, like the technology grant process, quite open to creativity, the program is nevertheless directed in a way that ensures quality and provides the widest public access to the items digitized as possible.

A screen shot from the Indiana Memory page gives just a hint of the level of collective involvement that happens in Indiana around digitization. With the exception of North Carolina, which also has an outstanding digitization effort, the evaluators are not aware of anything as comprehensive and useful as Indiana's digitization efforts.

INDIANA MEMORY DIGITIZATION
$ 419,744.76 (4.51% of LSTA expenditures)

Indiana Memory is a collaborative effort to provide access to the wealth of primary sources in Indiana libraries, archives, museums, and other cultural institutions. It is a gateway to Indiana's history and culture found in digitized books, manuscripts, photographs, newspapers, maps, and other media. As a portal to the collections, Indiana Memory assists individuals to locate materials relevant to their interests and to better appreciate the connections between those materials.

The items made accessible through Indiana Memory represent only a small percentage of the materials held by contributing institutions. Readers are advised to visit the following web page to gain perspective on the power of collaboration.

STATEWIDE REMOTE CIRCULATION SYSTEM
$ 355,488.92 (3.82% of LSTA expenditures)

This relatively new effort reflects an area where Indiana is succeeding in streamlining its resource sharing efforts and saving both the staff of participating libraries and end users time using LSTA dollars. SRCS provides a mechanism for un-mediated interlibrary loan that works across multiple ILS platforms. In less than a year of operation, SRCS has already succeeded in reducing the number of mediated transactions that have been handled in the past using the labor-intensive Indiana Share system. Response of libraries to the new program has been terrific with 113 public libraries, 57 academic libraries and two special libraries as initial participants.

INNOVATIVE LIBRARY TECHNOLOGY SUBGRANTS
$ 154,048.00 (1.66% of LSTA expenditures)

This grant was actually much narrower than it sounds on the surface and involved technological upgrades within the Indiana State Library. The purpose of the Indiana State Library's Innovative grants is to make available grant funds for the incorporation of innovative methods and emerging technologies for libraries to address the ever changing needs of their patrons. Funds may be used to test the effectiveness of new programs and service implementations, and to discern their applicability and potential as a model for enhancing library technology and service. The focus in 2013 was facilitating access to the state's materials (both physical and digital), while improving the capacity for scanning and storage of materials.

INDIANA STATE LIBRARY PATRON ACCESS AND PRESERVATION
$ 61,861.45 (0.66% of LSTA expenditures)

The Indiana State Library allocated a portion of the LSTA funding to purchase technology and supplies needed to improve access to and preservation of library materials.

RESOURCE SHARING – INDIANA SHARE
$ 38,351.39 (0.41% of LSTA expenditures)

The Indiana State Library facilitated a number of resource sharing services statewide, including support of the Indiana Share centralized, facilitated interlibrary loan service.

LSTA PUBLIC AWARENESS INITIATIVES
$ 36,067.80 (0.39% of LSTA expenditures)

This project enables the Indiana State Library to publicize services made available to all residents statewide through LSTA funding. The Indiana State Library delivered a cost-effecting marketing campaign which included print and electronic materials promoting INSPIRE, Indiana's Virtual Library that is funded in part through LSTA grants.

<u>O</u>BJECTIVES

The Indiana State Library established five objectives for Goal 1 in its 2013 – 2017 Plan. While no formal tracking of these objectives took place, it is nevertheless clear that many of the objectives have been met. The evaluators examined the projects and activities that were undertaken in support of each goal looking for evidence that the objective had been met.

Objective 1.1.
Ensure libraries are equipped with sufficient technology to meet the information needs of Indiana residents.

The technology grants are a direct attempt to address this objective. While it can be argued that there simply is not enough money to truly achieve this objective, ISL is addressing it nevertheless.

Objective 1.2.
Explore and implement methods to encourage collaboration and partnerships with other agencies and community-based organizations to expand access to digital collections.

The Indiana Memory efforts and the digitization grants underscore the work that ISL is doing in this area. The InDiPres efforts add an additional dimension to partnerships in this area. This objective has been met.

Objective 1.3:
Support and expand resource sharing within the state, including interlibrary loan and shared catalog services. Increase the number of patron-initiated interlibrary loan transactions.

Evergreen, the Indiana Virtual Catalog, and the Statewide Remote Circulation System all demonstrated ISL's commitment to ensuring that all libraries of all sizes are able to participate in resource sharing activities. This objective has been met in an outstanding way.

Objective 1.4.
Provide leadership and infrastructure for digital libraries, shared catalogs, database initiatives, and digital preservation throughout the state.

The evaluators mentioned ISL's "gentle leadership" in the area of digitization. ISL threads the needle in many areas in that it exercises leadership in a collaborative way. ISL has demonstrated that you don't necessarily need to be totally in charge of something in order to exercise a great deal of influence. In some of the areas listed above ISL is a leader. In others, ISL is a co-equal partner. Regardless of the role, ISL and LSTA are influencing progress. This objective has been met.

Objective 1.5
Develop public awareness initiatives to promote LSTA-funded services such as INSPIRE.

The small LSTA Public Awareness effort is attempting to address this objective and has met with some success. The first year of the project resulted in the establishment of Indiana Digital Preservation (InDiPres) as a collaborative digital preservation solution for Indiana's cultural memory organizations as evidenced by the creation of a membership agreement and a draft governance policy There is increased awareness of digital preservation documented through evaluations submitted by Open Forum attendees. Membership applications were received from 10 cultural memory organizations; however, the task is enormous and ISL is only scratching the surface. Nevertheless, to their credit, ISL is attempting to address the objective.

These efforts, taken together are sufficient to conclude that ISL has achieved Goal 1. The evaluators conclude that Goal 1 has been **ACHIEVED**.

A-2. To what extent did the Indiana State Library' Five-Year Plan Goal 1 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Because Goal 1 is titled "Information Access," it is not at all surprising that the primary Measuring success focal area addressed by activities under this goal is INFORMATION ACCESS. The primary purpose of projects such as support for the Evergreen consortium and the new Statewide Remote Circulation System is perfectly aligned with the "improve users' ability to discover information resources" intent in the INFORMATION ACCESS focal area. However, some of the other projects and activities undertaken in support of Goal 1, specifically technology and digitization subgrants, are very diverse and touch a broad array of Measuring Success focal areas. Technology grants often "improve the library's physical and technological infrastructure," but they frequently also "improve library operations" and, looked at from the end-user perspective, contribute to the intents that are part of the LIFELONG LEARNING focal area.

A-3. Did any of the following groups represent a substantial focus for the Indiana State Library's Five-Year Plan Goal 1 activities? (Yes/No) NO

Because most of Indiana's large scale projects (Evergreen, INSPIRE, Virtual Catalog) all serve the general population, none of the other groups identified by IMLS as target audiences rise to the 10% threshold established by IMLS as constituting a substantial focus. Goal 1 activities also impact the library workforce to a significant extent; however, funding falls well below the 10% threshold.

GOAL 1 CONCLUSIONS

The evaluators find two compelling reasons to conclude that the Indiana State Library has **ACHIEVED** Goal 1. They are:

1. The Indiana State Library 's support for resource sharing is exceptionally strong and, furthermore, efforts are scaled to ensure that libraries of all sizes and financial strength can participate. The tremendous initial success of the new SRCS system on top of ongoing support for the Evergreen project is impressive.

2. Indiana's INSPIRE program continues to be broad in scope as well as better known and more highly used by the public library community and by end-users than similar programs are in many other states.

The evaluators conclude that ISL has **ACHIEVED** Goal 1.

<center>***</center>

Goal 2: Enhanced Services - *The Indiana State Library will aid libraries in improving services to Indiana residents, including services that support lifelong learning, employment, and civic engagement.*

Goal 2 Retrospective Question A-1. To what extent did the Indiana State Library' Five-Year Plan Goal 2 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

Library Services for Blind and Physically Handicapped was reported as a Goal 2 project in the FFY 2013 SPR and as a Goal 1 project in the FFY 2014 and 2015 SPRs. It appears under Goal 2 in the original LSTA Five-Year Plan. If the evaluators had not moved the program into Goal 2 (on the basis of it being included under Goal 2 in the 2013 – 2017 Plan), Goal 2 projects would have totaled $ 475,870.80, or only 5.11% of total LSTA expenditures for the three-year period covered by the evaluation. Furthermore, none of the remaining projects would have represented more than 2.25% of expenditures. In other words, with the exception

of the Talking Book and Braille Library project and the Children's Literacy project, Goal 2 is largely comprised of small, one-time, efforts.

Following are the titles and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal 2.

Projects & Expenditures

Library Services for Blind and Physically Handicapped Individuals	$ 1,491,224.59
Indiana Children's Literacy Project	$ 209,261.00
ConnectIN Servers	$ 104,189.46
Indiana State Library Linked Data Project	$ 74,500.00
Early Literacy	$ 70,192.62
Bicentennial Bookshelf	$ 9,973.66
Information Access for the Unserved/Under-Served	$ 4,163.00
In Pursuit of State Pride	$ 3,591.00
Total	$ 1,967,095.33

Goal 2 expenditures represent 21.14% of Indiana's total LSTA allotment in the FFY 2013 – FFY 2015 period.

LIBRARY SERVICES FOR BLIND AND HANDICAPPED INDIVIDUALS
$ 1,491,224.59 (16.02% of LSTA expenditures)

The Indiana Talking Book and Braille Library (TBBL) provides free library service to residents of Indiana who cannot use standard printed materials due to a visual or physical disability. Patrons may borrow Braille books, digital audiobooks, large print books, audio magazines, and special playback equipment from the library. Materials are mailed directly to patrons' homes and can be returned without cost. Braille and audiobooks are also available to download from the Braille and Audio Reading Download (BARD) program.

Indiana's Talking Book and Braille Library is experiencing a decrease in circulation as is the case in many other states largely due to an increasing number of commercial alternatives to talking books. However, there are some bright signs for TBBL. The number of registered users has actually increased (7,125 for 2015 – 2016) and use of the BARD service is increasing as well.

Chart 3 – Talking Book and Braille Library			
	2013	2014	2015
Consultations/Reference Transactions	13,462	12,622	11,316
Items Circulated	282,012	265,706	252,902
Active Patrons	6,583	6,867	7,125

The evaluators examined the issue of awareness of talking book services in the web-based survey that was conducted as part of the evaluation. The web-survey reveals that there is some work to be done if the talking book program is going to become part of a continuum of services (from regular print to large print materials to audiobooks to talking books) in Indiana. Forty-four (44.1) percent of the respondents rated their awareness of the National Library Service (NLS) as a four or a five where five meant very aware of the program. Another thirty (30.6) percent were moderately aware of the program. While public library respondents were thirty-three (33.9) percent "very aware" of NLS, forty-six (46.2) percent of academic libraries were "unaware of this service."

Respondents were most aware of the Talking Books Collection. Twenty-six (26.9) percent were aware (rated a four or a five) and another twenty-eight (28.7) percent were moderately aware. Overall, awareness diminished when they were asked about BARD: Braille and Audio Reading Download. Only eleven (11.3) percent rated their awareness as a four or a five and another twelve (12.5) percent were moderately aware of BARD.

The evaluators would hasten to add that this issue isn't unique to Indiana; nearly every library for the blind program is confronted with this issue. However, there are a few states that have made some progress in this regard. New Jersey and Missouri are potential models.

NOTE: The following projects each received less than 3% of total LSTA funding and are simply described

INDIANA CHILDREN'S LITERACY PROJECT
$ 209,261.00 (2.25% of LSTA expenditures)

This grant helped sustain statewide support of early literacy initiatives in Indiana. The funding covers a portion of the Children's Services Consultant's salary, pays for ISL's membership in the Collaborative Summer Library Program (CSLP) and for supplies used for children's programming.

The Children's Services Consultant aided libraries in improving and creating new programming focusing on literacy and academics for children and young adults. The consultant provided all Indiana public libraries with summer reading support, workshops, and storytime and book club materials. The services of the Children's Services Consultant provided librarians serving children statewide access to professional development opportunities. Children around the state benefited by having access to quality library programs, books, technology, and literacy materials.

ConnectIN SERVERS
$ 104,189.46 (1.12% of LSTA expenditures)

Two servers were purchased for use with ConnectIN, a set of services offered by the State Library to Indiana libraries that require assistance with presenting a publicly available website or hosting for staff email addresses.

INDIANA STATE LIBRARY LINKED DATA PROJECT
$ 74,500.00 (0.80% of LSTA expenditures)

The Indiana State Library entered into a contract with Zepheira to test and implement linked data services, improving library and material discoverability.

EARLY LITERACY
$ 70,192.62 (0.75% of LSTA expenditures)

This grant provided for the implementation of the first 'Family Place' Library in Indiana, as well as 11 additional grants to public libraries around the state to improve and furnish their children's spaces to promote early literacy activities in the library. After Indiana State Library Staff and two staff members from the Vigo County Public Library attended the Family Place Libraries training, grants were awarded to public libraries statewide to purchase furnishings, learning materials, and supplies to make their children and teen spaces more conducive for families visiting the library. As a result of the improvements, grantees reported patrons had renewed interest in visiting the children and teen areas and that children and caregivers visited more frequently and stayed for a longer time.

BICENTENNIAL BOOKSHELF
$ 9,973.66 (0.11% of LSTA expenditures)

Indiana Humanities, in conjunction with the Indiana State Library and Indiana Center for the Book, developed and purchased materials to support a statewide reading initiative in time for the state's Bicentennial in 2016. A set of 13 titles, touching on all aspects of the Hoosier experience over the past 200 years, were selected and purchased for distribution to 55 libraries, schools and nonprofit organizations. The Bookshelf features contemporary works, interspersed with a few classics, that explore the dynamic forces shaping Hoosier communities today, including returning veterans from Iraq and Afghanistan, growing ethnic and religious diversity, changes in how we use our land, and new directions in food and agriculture. Several titles explore the complicated yet vital connections between our rural small towns and our rapidly growing suburban and urban areas.

INFORMATION ACCESS FOR THE UNSERVED/UNDER-SERVED
$ 4,163.00 (0.04% of LSTA expenditures)

Indiana State Library staff conferred with public libraries regarding unserved and underserved populations; project proposals were submitted and reviewed; awards were made; libraries implemented projects and submitted reimbursement requests; the Indiana State Library evaluated projects. One grant was awarded. Following is the description of that grant.

Through this project, the Butler Public Library worked with a vendor to increase wireless internet coverage and speed. Butler Public Library provides computer and internet access for a large population of unserved persons in DeKalb County, IN who do not live within the library's district. The local schools have shifted to a 1:1 iPad program and the director recognized wireless improvements were needed to support student learning at the library, as well as general patron technology use.

IN PURSUIT OF STATE PRIDE: A 4TH GRADE FIELD TRIP TO REMEMBER
$ 3,591.00 (0.04% of LSTA expenditures)

The Indiana State Library partnered with the President Benjamin Harrison Home and the Indiana Statehouse Tour office to design and implement a 4th Grade Field trip for Indiana elementary school students. All Indiana elementary school students study the state's history during their 4th grade year. The field trip was based on curriculum standards and brought students from Delaware and Marion County schools to downtown Indianapolis to make their studies come alive. At the President Harrison Home, students got a glimpse into the presidency and one of the most notable Indiana residents. Topics covered included the American Revolution; Indiana Territory; Civil War; Government; Roles of Citizens—civic virtues, civic participation, civic responsibility; and a host of Visual Arts standards. At the Statehouse tour office, students were immersed in both the history and present day of the Indiana legislature. Topics included the state Constitution and branches of government. At the Indiana State Library, students learned about the historic state resource and primary documents, and many of the services the library makes available to them today. Finally, an interactive website and curriculum support materials were designed to further supplement their field trip, and make available resources for schools unable to travel.

<u>OUTCOMES</u>

The Indiana State Library established nine objectives for Goal 2 in its 2013 – 2017 Plan. While no formal tracking of these objectives took place, it is nevertheless clear that many of the objectives have been met. The evaluators examined the projects and activities that were undertaken in support of each goal looking for evidence that the objective had been achieved.

Objective 2.1
The Indiana State library will work to improve library services for every resident of Indiana through improved communication, collaboration, and partnership efforts within and beyond the library community.

A review of activities undertaken using LSTA funds underscore the collaborative nature of ISL. This is particularly apparent in regard to digitization efforts; however, cooperation and partnerships are evident in other aspects of what ISL does as well. Communication is also a strength. ISL does a better job communicating the details of its subgrant programs than any other state with which the evaluators are familiar. This objective is being achieved.

Objective 2.2
Provide resources and support for libraries serving special populations, including literacy subgrants and interlibrary loan services.

The Talking Book and Braille Library is the primary vehicle used to serve special populations. A few subgrants have focused on families; however, this has not been a strength in the FFY 2013 – FFY 2015 period. More work is need in order to meet this objective.

Objective 2.3
Form partnerships and continue efforts to reduce the percentage of Indiana residents unserved or underserved by a public library.

Again, a few small subgrants have addressed this issue; however, more work is needed in order to meet this objective.

Objective 2.4
Provide reading materials and library services to Indiana residents with visual or physical disabilities.

This objective is clearly being met through the work of the Talking Book and Braille Library.

Objective 2.5
Solidify the library's role to support children and youth reading through activities that foster reading readiness, skills, comprehension, and fluency.

Work is being done in this area and the Children's Services Consultant has taken an active role in promoting early literacy and summer reading. Staffing for this area is inadequate to effectively fulfil this objective on a statewide basis.

Objective 2.6
Explore partnerships with government agencies to deliver government services more effectively and efficiently statewide.

Several efforts are meeting this objective. The State Data Center is a good example of cooperation with other governmental agencies. This objective has been met.

Objective 2.7
Provide support for programs that engage library users in community programs, public discussions, and projects (e.g. oral histories).

Participation and encouragement of efforts such as InDiPres are creating new synergies that are beginning to spread beyond the technical digitization function. The objective is in the process of being fulfilled.

Objective 2.8
Support research initiatives, sharing of information, and best practices related to libraries and their services. Work with library cooperatives (e.g. Indiana Library Federation) to maximize impact statewide.

ISL worked with ILF on a number of initiatives including the Indiana Library Leadership Academy and "The Dirrerence is You" paraprofessional training efforts. This objective has been met.

Objective 2.9
Support the libraries' role in economic recovery. Explore programs to assist job seekers (including job search and résumé assistance), small business owners and entrepreneurs. Provide data and training services to all sectors of the community including government agencies, businesses, academia, non-profit organizations, and private citizens.

Although many public libraries have increased their activities in this regard, the evaluators found little evidence that LSTA made much of a difference. Some job and career activities and resources can be identified in the INSPIRE program and in individual technology subgrants; however, overall, any impact has been relatively small and largely limited to one locale.

These efforts, taken together are sufficient to conclude that ISL has achieved Goal 2. The evaluators conclude that Goal 2 has been **PARTLY ACHIEVED**.

A-2. To what extent did the Indiana State Library' Five-Year Plan Goal 2 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Impacts of Goal 2 activities fall mostly under the intents in the Measuring Success INFORMATION ACCESS focal area. Some of the Goal 2 projects have secondary impact in some of the HUMAN RESOURCES areas. The largest project undertaken in support of Goal 2 (Talking Book and Braille Library) is appropriately categorized as "improving users' ability to obtain and/or use information resources;" however a review of anecdotal accounts suggest that this program also addresses LIFELONG LEARNING AND HUMAN RESOURCES intents as well.

A-3. Did any of the following groups represent a substantial focus for the Indiana State Library's Five-Year Plan Goal 2 activities? (Yes/No) YES

As was noted earlier, the evaluators placed the Talking Book and Braille Library in Goal 2 for purposes of analysis because it is placed under Goal 2 in the original Five-Year Plan. With an expenditure that equals 16.02% of total LSTA expenditures for the three-year period, this means that "individuals with disabilities" are a substantial focus for this Goal. None of the other groups identified by IMLS as targeted audiences rise to the 10% level of funding identified as constituting a substantial focus. It should be noted that this is the one Goal area that does show some impact on children and families although funding is well below the 10% level.

GOAL 2 CONCLUSIONS

The evaluators believe that ISL has been largely successful in its efforts undertaken in support of Goal 2. We find two compelling reasons to conclude that ISL has PARTLY ACHIEVED Goal 2. They are:

1. The Talking Book and Braille Center, although it has technically been categorized by ISL as a Goal 1 project in the IMLS State Program Report (SPR), shows up as a Goal 2 project in the Five-Year LSTA Plan and, in the opinion of the evaluators, fits better in Goal 2. The program is active, effective and exemplary in some aspects of service. The Indiana Voices program is worthy of specific mention.

2. Although most digitization and technology subgrants are categorized appropriately as Goal 1 (Information Access) projects, the impact of carrying out these projects translates into "Enhanced Services" for local library users. ISL's partnership and collaboration efforts are very strong and help ISL in its attempt to reach deep into communities; however, impact in the IMLS Human Resources, Economic and Employment Development and Civic Engagement focal areas is often very limited and localized.

The evaluators conclude that ISL has **PARTLY ACHIEVED** Goal 2.

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Goal 3: CAPACITY BUILDING - *The Indiana State Library will improve the capacity of libraries through staff development and training opportunities.*

Goal 3 Retrospective Question A-1. To what extent did the Indiana State Library' Five-Year Plan Goal 3 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

Following are the titles and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal 3.

Projects & Expenditures

Indiana Librarian Leadership Academy	$ 45,943.72
Goal 3 Statewide Digitization Grants	$ 18,629.54
State Electronic Records initiative	$ 6,333.76
Virtual Reality Headset	$ 4,011.75
The Difference is You Paraprofessional Workshop	$3,852.03
Total	$ 78,770.80

Goal 3 expenditures represent 0.85% of Indiana's total LSTA allotment in the FFY 2013 – FFY 2015 period.

Very little LSTA money was expended in support of Goal 3. Consequently, one might conclude that not much is happening in the way of staff development for Indiana libraries. This is not the case. In fact, the scope of offerings and the alternative methods used to afford continuing education opportunities are impressive. There are a variety reasons for this apparent mismatch (lots of activity but little LSTA expenditure). First, many staff development activities are supported through other funding streams (State and local funding). Second, some staff development is "hidden" as activities in projects that fall under other goals. For example, a Goal 1 digitization grant may have a staff development activity as part of the project. While the project as a whole may be about information access, a side effect of the project may be the improvement of the library workforce (capacity building).

None of the projects officially categorized under Goal 3 received even one-percent of LSTA funding (in fact none even reached the one-half of one-percent level). What follows are primarily descriptions of the activity that took place as part of the projects listed.

INDIANA LIBRARIAN LEADERSHIP ACADEMY
$ 45,943.72 (0.49% of LSTA expenditures)

The Indiana State Library has supported an annual Indiana Library Leadership Academy. Throughout each year, participants (usually 10) attended two on-site workshops and worked together in groups (both in-person and virtually) to complete capstone projects. Topics covered in the Academy included leadership, interpersonal skills, risk taking, leading change transforming libraries, working with groups, developing others, networking and representing the library, and personal planning for development. It is hoped that experience gained through the Academy program will enable participants to assume a leadership role in their library and effectively mentor tomorrow's leaders. The Leadership Academy was mentioned a number of times by focus group attendees as well as by web-survey respondents. Feedback from the web-survey was mixed; however focus group attendees had been participants in the program and spoke highly of it.

GOAL 3 STATEWIDE DIGITIZATION GRANTS
$ 18,629.54 (0.20% of LSTA expenditures)

Most digitization grants fall under Goal 1; however, occasionally, "digitization" projects are primarily educational in nature rather than being designed to do the actual digitization. For example, the Indiana Memory Teacher Support Campaign provided training and support for teachers to incorporate the Indiana Memory digital library in their classrooms.

STATE ELECTRONIC RECORDS INITIATIVE
$ 6,333.76 (0.07% of LSTA expenditures)

The Indiana Archives and Records Administration hosted a National Strategic Planning Summit for the Council of State Archivist's State Electronic Records Initiative. Through this grant, over a dozen participants from the national archives community convened in Indianapolis, IN to discuss and develop programs related to electronic records programs, including training, governance, best practices, and outreach.

VIRTUAL REALITY HEADSET
$ 4,011.75 (0.04% of LSTA expenditures)

The Indiana State Library used LSTA funds to invest in emerging technologies including a virtual reality headset for circulation and demonstration.

THE DIFFERENCE IS YOU PARAPROFESSIONAL WORKSHOP
$ 3,852.03 (0.04% of LSTA expenditures)

For the last two years, the Indiana State Library, Indiana State Library Professional Development Committee, and Indianapolis Public Library have partnered to host a full-day professional development workshop focused on educating and empowering paraprofessionals. Library staff attend sessions on customer service, communication/public speaking skills, research skills, professional development, technology, collections, and leadership.

OBJECTIVES

The Indiana State Library established two objectives for Goal 3 in its 2013 – 2017 Plan. While no formal tracking of these objectives took place, it is nevertheless clear that the objectives have been met. The evaluators examined the projects and activities that were undertaken in support of each goal looking for evidence that the objective had been met.

Objective 3.1.
The Indiana State Library will offer continuing education, professional development opportunities, and leadership initiatives for the Indiana libraries workforce.

Several examples of projects undertaken were mentioned above. The Leadership Academy and the training for paraprofessionals are cases in point. The objective has been met.

Objective 3.2.
The Indiana State Library will explore collaborations with library organizations, universities, and non-profits to recruit and cultivate future library leaders.

The Difference is You Paraprofessional Workshop is an example of an event that falls into this category in that it involved the Indiana State Library, Indiana State Library Professional Development Committee, and Indianapolis Public Library. The objective has been met.

These efforts, taken together are sufficient to conclude that ISL has achieved Goal 3. The evaluators conclude that Goal 3 has been **ACHIEVED**.

A-2. To what extent did the Indiana State Library' Five-Year Plan Goal 3 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Goal 3 activities address two of the IMLS focal areas; however, the majority of impact is in the INSTITUTIONAL CAPACITY focal area and is the direct result of staff training efforts. One of the training projects (a Goal 3 Statewide Digitization grant that involved training teachers) was seen as having impact on the knowledge of those being trained and consequently registers in the LIFELONG LEARNING area

A-3. Did any of the following groups represent a substantial focus for the Indiana State Library's Five-Year Plan Goal 3 activities? (Yes/No) NO

None of the groups identified by IMLS as targeted audiences rise to the 10% level of funding identified as constituting a substantial focus. The Goal has its greatest impact on the library workforce; however, funding for this group falls well below the 10% level.

GOAL 3 CONCLUSIONS

The ISL has made sufficient enough progress on this Goal for the evaluators to conclude that the Goal has been ACHIEVED. However, we believe that Goal 3 is still a work in progress. Staff development and training *opportunities* are very good; however, impacts on affecting real changes in local library staff behaviors have not been tracked to the extent necessary to completely validate the impact of all of these efforts. Following is the evaluators' rationale for this conclusion:

> ISL offers library staff members many opportunities to participate in staff development and training in many different ways (e.g., face-to-face workshops, synchronous and asynchronous virtual training, etc.); however, the outcomes associated with staff development efforts are mixed.

While ISL's performance in reaching this Goal is not as strong as its efforts on Goal 1, the evaluators believe that ISL has done enough and is on a trajectory to fully meet this goal by the end of the five-year planning cycle. The evaluators therefore conclude that ISL has **ACHIEVED** Goal 3.

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B.   Process Questions

B-1. How has the ISL used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?

Data from the SPR has been used within ISL to improve services and existing services. When deciding the annual budget for LSTA, ISL reviews funding levels for previous years and determines future funding based on past performance as well as on need and statewide impact. SPR data has also been used to establish benchmarks for performance. Both successes and failures have been examined to determine whether information and data from the SPR can be applied to increase the impact of future services.

B-2. Specify any changes ISL made to the Five-Year Plan, and why this occurred.

No formal changes or amendments were made to the Plan since it was submitted to IMLS in June 2012.

B-3. How and with whom has ISL shared data from the old and new SPR and from other evaluation resources?

To protect confidentiality, raw SPR (and other LSTA resources) are only shared internally, however, derivative statistics and other data drawn from the SPR and other sources are sometimes used to keep various stakeholders informed of ISL's activities. This includes ISL management, staff, and the Indiana Library and Historical Board. Information is also shared as appropriate the broader library community and occasionally with other units of government or non-profit organizations that partner with ISL on a variety of initiatives. Finally, SPR data was shared with the QualityMetrics team for the purpose of this evaluation.

C.   Methodology Questions

C-1. Identify how ISL implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators.

To ensure rigorous and objective evaluation of the Indiana State Library's implementation of the LSTA Grants to States program, the State of Indiana issued a Request for Quotations/ Invitation

to Bid on behalf of the Indiana State Library on July 19, 2016. QualityMetrics LLC, a library consulting firm with considerable expertise in evaluation methodologies, submitted a proposal before the July 29, 2016 deadline and subsequently was awarded the contract to conduct the independent LSTA evaluation.

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.

QualityMetrics employed a mixed-methods research approach that included a review of the State Program Reports and other relevant documents and statistics, focus groups, and a web-based survey to collect information from stakeholders. After conducting an initial telephone conference call with representatives of the SLAA, QualityMetrics completed a site-visit to the State Library Administrative Agency on November 21, 2016. In-person interviews were held with the Director of the Indiana State Library, with the LSTA Coordinator, and with key staff engaged in or managing the projects carried out using LSTA funding. A series of three focus groups was completed in November, 2016 as well. The site visits and focus groups provided qualitative evidence and context.

SPRs were reviewed in detail and additional reports, documentation, websites, fliers, newspaper articles, and social media feeds were consulted selectively as corroborating evidence. A web-based survey conducted between January 17, 2017 – February 7, 2017 provided additional quantitative and qualitative information. The survey was reviewed for representativeness to ensure the reliability and validity of the findings. Additional corroborative evidence from comments collected in the survey served to triangulate the evidence gathered.

QualityMetrics LLC has applied the concept of triangulation throughout the process to ensure the validity and reliability of its assessment. Wikipedia provides a good description of the triangulation principle:

> "Triangulation is a powerful technique that facilitates validation of data through cross verification from two or more sources. In particular, it refers to the application and combination of several research methods in the study of the same phenomenon. By combining multiple observers, theories, methods, and empirical materials, researchers can hope to overcome the weakness or intrinsic biases and the problems that come from single method, single-observer and single-theory studies."

To further validate findings of the assessment process, both Martha Kyrillidou and Bill Wilson participated together in the onsite agency interviews allowing for the concept of triangulation to be implemented yet again as evaluators debriefed and compared interpretation and understandings.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how the evaluators engaged them.

Indiana State Library staff were engaged through personal interviews during a site visit to the agency, via telephone, and through the exchange of numerous emails. Other stakeholders were engaged through a series of focus groups and through a web-based survey.

C-4. Discuss how ISL will share the key findings and recommendations with others.

The Indiana State Library will share the findings with ISL staff and with the Indiana Library and Historical Board. Information may also be shared with specific groups and committees within the broader Indiana library community. The report will be publicly available on the agency's website as well as on the IMLS website.

Appendix A - Acronyms

Appendix A - Acronyms

CSLP
Collaborative Summer Library Program

FFY
Federal Fiscal Year

IBRC
Indiana Business Research Center

IDWD
Indiana Department of Workforce Development

IGIC
Indiana Geographic Information Council

IHS
Indiana Historical Society

ILF
Indiana Library Federation

IMLS
Institute of Museum and Library Services

InDiPres
Indiana Digital Preservation

INSPIRE
Indiana's Virtual Library

ISL
Indiana State Library

ISLF
Indiana State Library Foundation

LSTA
Library Services and Technology Act

MLS
Master of Library Science Degree

OCLC
Online Computer Library Center

SFY
State Fiscal Year

SPR
State Program Report

SRCS
Statewide Remote Circulation System

SRP
Summer Reading Program

TBBL
Talking Book and Braille Library

WCD
WorldCat Discovery

WMS
WorldShare Management System

Appendix B – Interviewees and Focus Groups

Appendix B: Interviews and Focus Groups

Indiana State Library Staff

Jacob Speer, State Librarian, ISL

Wendy Knapp, Associate Director of Statewide Services, ISL

Connie Bruder, Associate Director of Public Services, ISL

Katrice Anders-Jordan, Chief Financial Officer, ISL

Martha Jane Ringel, LSTA Coordinator, ISL

Jennifer Clifton, Public Library & LSTA Consultant, ISL

Connie Rendfeld, Digital Initiatives Coordinator, ISL

Katharine Springer, Coordinator and Librarian, Indiana State Data Center Program, ISL

Anna Goben, Evergreen Indiana Coordinator, ISL

Maggie Ansty, Regional Librarian, Talking Books and Braille Library, ISL

Suzanne Walker, Professional Development Office Supervisor, ISL

Steven Schmidt, Library Development Office Supervisor, ISL

Marcia Caudell, Reference and Government Services Supervisor, ISL

Focus Group Sessions (On-Site)

11/22/16 – Mishawaka Penn Harris Public Library - Mishawaka

11/22/16 – Evansville Vanderburgh Public Library – Evansville

11/22/16 – Mooresville Public Library - Mooresville

Appendix C – Bibliography of Documents Reviewed

Appendix C – Bibliography of Documents Reviewed

Indiana State Library
2013-2017 LSTA Plan Indiana State Library

Martha Catt Consulting*. Indiana State Library. A Five-Year Review of the Implementation of Indiana's Goals for Library Services, 2007 - 2012*

Institute of Museum and Library Services
Guidelines for IMLS Grants to States Five-Year Evaluation
OMB Control Number: 3137-0090,

Institute of Museum and Library Services
LSTA Grants to States State Program Reports

>   *Indiana FFY 2012* (for context and longitudinal purposes)
>   *Indiana FFY 2013*
>   *Indiana FFY 2014*
>   *Indiana FFY 2015*

Institute of Museum and Library Services
Purposes and Priorities of LSTA

Indiana State Library Website
http://www.in.gov/library

Indiana Talking Book & Braille Library
http://www.in.gov/library/tbbl.htm

Indiana State Library Development Office
http://www.in.gov/library/ldo.htm

INSPIRE
http://INSPIRE.in.gov/

In addition, the evaluators reviewed many internal documents including:

- ISL Statistics
- INSPIRE Statistics

Appendix D – Focus Group Questions

Appendix D – Focus Group Questions

Focus Group Protocol

Please introduce yourselves and indicate who you are, which library you represent, what job you hold or role you fulfill and, finally, tell us how long you have been involved in (state) libraries.

A brief introduction was provided about the Library Services and Technology Act Grants to States Program and basic information was given regarding the total amount of LSTA funding that is received per year by the (state library agency) and a sampling of the larger programs and categories of projects that have been funded in recent years.

1. Which, if any of the LSTA programs I have mentioned have been most impactful for your library and why do you believe that is true?

2, Which, if any, have had the least impact in your community and why do you believe that is true?

3. One role that LSTA funds often play in a state is to spark innovation. Is that the case in (state)? Where does innovation come from in (state's) libraries?

4. Has the library you represent received an LSTA grant (or in states without sub-grants, received a direct benefit from LSTA) within the last three years (FFY 2013, FFY 2014, FFY 2015 – roughly calendar years 2014 – 2016)? Talk about the difference that the grant you received has had on your library and the people that it serves.

5. Tell us about the process used to secure a grant. Is the effort worth the reward? Have you received the support from the (state library agency) that you have needed to apply, implement, and evaluate your grant?

6. Turning forward, the (state library agency) will begin work on the next five-year LSTA plan soon. What new directions should it take? What would make a difference for your library?

7. FINAL SAY. Each participant was asked in turn to share the single most important thing that they are taking away from participating in the session.

NOTE: These questions were modified a bit depending on the make-up of the groups involved.

Appendix E – Web Survey Instrument

Indiana State Library

Indiana LSTA Survey

WELCOME

LIBRARY DESCRIPTION

1) Please provide the name of your library.

2) Please describe the type of Library you represent.

Public library

School library

Academic library

Special library

Other (Please specify below.)

If you responded "other" in the question above, please indicate the type of library or other organization you represent in three words or less in the text box provided below.

LIBRARY AND RESPONDENT DESCRIPTION

3) We're interested in the context within which libraries that respond to the survey are operating. In order to help us understand the area served by your library, please indicate the name of the county in which your library is located.

4) Please select the category that most closely describes your role/responsibilities in your library.

Library director

Manager/ department head

Other library administrator

Children's/youth services librarian

Adult/reference/information services librarian

Interlibrary loan/document delivery librarian

Technical services librarian (cataloger)

Library technology specialist

Other library staff

Library trustee

Library Friend

Other (Please specify below.)

If you responded "other" to the question above, please indicate your role in the library or other organization you represent in three words or less in the text box provided below.

5) Please indicate the population served by the library you represent.

Fewer than 250

250 - 499

500 - 999

1,000 - 1999

2,000 - 4999

5,000 - 9,999

10,000 - 24,999

25,000 - 49,999

50,000 - 99,999

100,000 - 249,999

250,000 - 499,999

500,000 - 999,999

1,000,000 or more

DON'T KNOW

6) Please indicate the number of full-time-equivalent (FTE) staff employed in the library which you represent.

Less than 2

2 - 4

5 - 9

10 - 19

20 - 34

35 - 49

50 - 99

100 - 249

250 - 499

500 - 999

1,000 or more

DON'T KNOW

SERVICE MODULE INTRODUCTION

LSTA TECHNOLOGY SUB-GRANTS

7) Sub-grants have been awarded for a wide variety of purposes ranging from upgrading existing technologies, introducing new technologies, launching technology-based and STEM-based programming, and implementation of new software and interfaces. Please indicate whether your library has received a grant that fits into any of the following categories during the last three years. *(Please check all that apply.)*

Grant to replace/upgrade existing technology

Grant to introduce a new technology

Grant to launch a new program or service, e.g. makerspace

Grant to implement new software, app, or interface

Grant to enhance the technological skills of library staff

Other (Please specify below.)

If you responded "other" to the question above, please specify in the text box provided below.

8) Please rank the relative importance of each of the following characteristics in providing funding for sub-grants. (Please drag and drop choices from the column on the left to the column on the right to represent your priorities. You can also re-order your choices within the right column.)

Allows my library to try something new

Allows my library to demonstrate the potential of a new service

Improves the functioning of existing technology in the library

Enables staff to provide services in a more efficient manner

Reduces costs involved in providing a service

Changes the public's perception of what libraries can do

Other (Please Specify below.)

If you responded "other" to the question above, please specify in the text box provided below.

9) Competitive sub-grants enable libraries to try new and innovative programs. In most instances, sub-grants are awarded with the hope that demonstrating new and innovative services will ultimately result in the continuation of the program using local funding sources. Please indicate your opinion of how likely it would be that a highly successful demonstration grant to your library would result in ongoing local funding.

	1 - Highly unlikely	2 - Unlikely	3 - Uncertain	4 - Likely	5 - Highly likely
Potential that a highly successful demonstration grant to your library would result in ongoing local funding.					

10) Applying for, implementing, and reporting the results of competitive grants takes time and effort. In your opinion, how large a grant award is necessary to justify the time and effort required to apply for, implement, and report on a typical grant?

less than $2,000

$2,000 - $2,499

$2,500 - $2,999

$3,000 - $4,999

$5,000 - $7,499

$7,500 - $9,999

$10,000 - $14,999

$15,000 - $24,999

$25,000 or more

11) If you have any additional feedback for the Indiana State Library regarding competitive technology sub-grants, please insert that feedback in the text box provided below. Please feel free to suggest areas in which you believe grant assistance would have the greatest impact. Note that LSTA funds cannot not be used for construction.

CONTINUING EDUCATION/STAFF DEVELOPMENT

12) Please indicate the degree to which you are aware of the following continuing education offerings supported by ISL.

	1 - Totally unaware	2 - Somewhat aware	3 - Very aware	Not applicable
Preservation/digitization training				
STEM/STEAM/makerspace training				
Children's and youth services training, e.g., summer reading				
INSPIRE training				
Early literacy training, e.g., 1,000 Books Before Kindergarten, Every child Ready to Read				
Leadership training				
Evergreen training				
Talking Book services/services to individuals with disabilities training				
Data center/Census training				
Other technology training				
Other (Please specify below.)				

If you checked "other" in the question above, please specify in the text box provided below.

13) Please indicate whether you or any member of your staff has participated in any of the following continuing education offerings supported by ISL.

	I have personally participated	Other staff members from my library have participated	Neither I nor any of the other staff at my library have participated	Not applicable
Preservation/digitization training				
STEM/STEAM/makerspace training				
Children's/youth services training, e.g., summer reading				
INSPIRE training				
Early literacy training, e.g., 1,000 Books Before Kindergarten, Every Child Ready to Read				
Leadership training				
Evergreen training				
Taking Book services/services to individuals with disabilities training				
Data center/Census training				
Other technology training				
Other (Please specify below.)				

If you checked "other" in the question above, please specify in the text box provided below.

14) Please rate each of the following continuing education opportunities offered by ISL:

	1 - Completely dissatisfied	2	3 - Neither satisfied nor dissatisfied	4	5 - Completely satisfied	Not applicable
Preservation/digitization training						
STEM/STEAM/makerspace training						
Children's/youth services training, e.g., summer reading						
INSPIRE training						
Early literacy training, e.g., 1,000 Books before Kindergarten, Every Child Ready to Read						
Leadership training						
Evergreen training						
Talking Book services/services to individuals with disabilities training						
Data center/Census training						
Other technology training						
Other (Please specify below.)						

If you checked "other" in the question above, please specify in the text box provided below.

15) If you have any additional feedback for ISL regarding its support for continuing education and staff development, please insert that feedback in the text box provided below.

THE INDIANA TALKING BOOK AND BRAILLE LIBRARY

16) NATIONAL LIBRARY SERVICE (NLS): That All May Read
ISL is able to provide special-format reading materials and other services through a partnership with the National Library Service for the Blind and Physically Handicapped (NLS), which is a program of the Library of Congress. Are you aware of this national program?

	1 - Unaware of the program	2	3 - Moderately aware of the program	4	5 - Very aware of the program
National Library Service Talking Books Program					

17) TALKING BOOKS COLLECTION
The Indiana Talking Book and Braille Library offers a wide range of popular fiction and non-fiction titles for adults, teens, and children in special formats for eligible readers. How aware are you of this service?

	1 - Unaware of this service	2	3 - Moderately aware of this service	4	5 - Very aware of this service
Talking Books Collection					

18) BARD: Braille and Audio Reading Download
BARD is a free service offered by the Indiana Talking Book and Braille Library that allows eligible patrons with Internet access and an email address to search for and download titles to either a personal flash drive or a digital cartridge for immediate listening. New titles are frequently added to this service. How aware are you of this service?

	1 - Unaware of this service	2	3 - Moderately aware of this service	4	5 - Very aware of this service
BARD: Braille and Audio Reading Download service					

19) INDIANA VOICES: Recordings of Indiana-Themed Materials
ISL has recording facilities that it uses to create audio books of materials by Indiana authors and with Indiana themes that are not provided through the National Library Service. These recordings are available to individuals who are eligible for the talking book program. How aware are you of this service?

	1 - Unaware of this service	2	3 - Moderately aware of this service	4	5 - Very aware of this service
BARD: Braille and Audio Reading Download service					

20) My staff have the knowledge, skills and training they need to inform patrons about the Talking Book and Braille program and to help them register for the service.

	1 - Strongly disagree	2 - Disagree	3 - Neither agree nor disagree	4 - Agree	5 - Strongly agree
Staff have the knowledge, skills, and training they need to assist patrons with accessing Talking Book and Braille services					

21) How does the availability of this program/service affect your ability to serve patrons? (Please mark the response that is most important to your library.)

Reduces the overall cost of services to patrons

Improves the quality of service we can provide to patrons

Broadens the range of services/resources our patrons can access

Builds capacity among my staff

Other (Please specify below.)

If you answered "other" to the question above, please specify in the text box provided below.

22) If you have any additional feedback for ISL regarding its support for the Talking Book and Braille Library, please insert that feedback in the text box provided below.

INSPIRE (ONLINE DATABASES/RESOURCES)

23) Indicate your level of satisfaction with each of the following e-resources. *(Please select "Not familiar with this resource" or "Unable to rate" unless you have actually accessed a specific resource.)*

	1 - Completely dissatisfied	2	3 - Neither satisfied nor dissatisfied	4	5 - Completely Satisfied	Not familiar with this resource	Unable to rate
Academic Search Premier							
Alt HealthWatch							
Biography in Context							
Biography Reference Bank							
Biography Reference Center							
Biomedical Reference Collection: Basic							
Books & Authors							
Business Source Complete							
Business Wire News (formerly Regional Business News)							
Census.gov							
Consumer Health Complete							
Contemporary Authors							
Corporate ResourceNet							

EBSCO eBook Collection						
Entrepreneurial Studies Source						
ERIC (Education Resource Information Center)						
Essay & General Literature Index						
Explora Educator's Edition						
Explora for Elementary Schools						
Explora for Middle Schools						
Explora for High Schools						
Explora for Public Libraries						
Film & Television Literature Index with Full Text						
Fonte Academica						
Fuenta Academica Premier						
Funk & Wagnalls New Encyclopedia						
Gale Virtual Reference Center						
GreenFILE						
Health and Wellness Resource Center and Alternative Health Module						

Health Business FullTEXT							
Health Reference Center Academic							
Health Source - Consumer Edition							
Health Source - Nursing/Academic Edition							
History Reference Center							
Hobbies and Crafts Reference Center							
Home Improvement Reference Center							
Hoosier State Chronicles							
Humanities Full Text							
Indiana History Online							
Indiana Memory							
Informe Academico							
International Bibliography of Theatre & Dance with Full Text							
Library and Information Science Abstracts							
Literary Reference Center Plus							
LitFinder							

MagillOnLiterature Plus							
MAS Ultra - High School Edition							
MasterFILE Premier							
McClatchy-Tribune Collection							
MEDLINE							
MEDLINE with Full Text							
Medline Plus							
Middle Search Plus							
Military & Government Collection							
Military and Intelligence Database							
Newspaper Source Plus							
Newspapers.com							
Newswires							
Nursing Resource Center with Nursing and Allied Health Collection							
Play Index							
Points of View Reference Center							
Primary Search							

Professional Development Collection						
Read It!						
Readers' Guide Full Text Select						
Referencia Latina						
Rosetta Stone						
Science in Context						
Science Reference Center						
Short Story Index						
Small Business Reference Center						
Small Business Resource Center						
Social Sciences Full Text						
TeachingBooks.net						
Testing and Education Reference Center						
TOPICsearch						
Vente et Gestion						
Vocational and Career Collection						
Vocational Studies Premier						
Web News						
WorldCat						

24) Which five resources do you believe are the most important to the users of your library? *(Please list no more than five.)*

25) Please indicate the reason that you think that your first choice is of the greatest importance.

26) Are there e-resources/databases that you wish that INSPIRE included that are currently not available?

Yes

No

27) If you answered "yes" to the question above, indicate which e-resources you would like to see added in order of importance to your patrons/ users. *(Please list the most important first.)*

28) Please indicate the degree to which you agree or disagree with the following statement: My staff have the skills and training they need to use and teach patrons how to use the resources included in INSPIRE.

	1 - Strongly disagree	2 - Disagree	3 - Neither agree nor disagree	4 - Agree	5 - Strongly agree	Not applicable
Staff have the skills and training needed to use and teach customers how to use the INSPIRE resources.						

29) How does the availability of the INSPIRE resources affect your ability to serve your patrons? *(Please select the response that represents the greatest impact on your library.)*

Reduces the overall cost of services to patrons

Improves the quality of service we can provide to patrons

Broadens the range of services/resources our patrons can access

Builds capacity among my staff

Other (Please specify below.)

30) If you have any additional feedback for the Indiana State Library regarding the INSPIRE program, please enter those comments below.

DIGITIZATION

31) Please indicate the degree to which you are aware of the following continuing preservation and digitization efforts supported by ISL. (Not all are supported with LSTA funding.)

	1 - Totally Unaware	2 - Somewhat aware	3 - Very aware
Indiana Memory			
Hoosier State Chronicles Digital Newspapers			
Indiana Memory Resources for Teachers			
InDiPres - Indiana Digital Preservation			
Scanner and equipment loans from ISL			
Training on digitization			
Consultations by the Digital Initiatives Librarian			

32) Please indicate the degree to which your library staff actively use each of these resources.

	1 - Never	2 - Rarely	3 - Occasionally	4 - Regularly	5 - Frequently	Was unaware of this resource
Indiana Memory						
Hoosier State Chronicles Digital Newspapers						
Indiana Memory Resources for Teachers						
InDiPres - Indiana Digital Preservation						
Scanner and equipment loans from ISL						
Training on digitization						
Consultations by the Digital Initiatives Librarian						

33) Are you aware of resources held by your library that you believe are candidates for digitization?

Yes

No

Don't Know / Not Sure

34) If yes, please indicate your assessment of the importance of digitizing some or all of these collections.

	1 - Very unimportant	2 - Unimportant	3 - Neither unimportant nor important	4 - Important	5 - Very important	Don't know/ Not sure
Importance of digitizing local collections of historic resources						

35) If you have any additional feedback for the Indiana State Library regarding digitization efforts, please insert your comments in the text box provided below.

THANK YOU!

Appendix F – Measuring Success Table

Appendix F
Indiana FFY 2013 - FFY 2015 Measuring Success Focal Areas

Focal Area	Resource Sharing (Evergreen)	INSPIRE (Indiana's Virtual Library)	Indiana Virtual Catalog	Technology Grants and Subgrants	Indiana State Data Center	Digitization Subgrants	Indiana Memory Digitization	Statewide Remote Circulation System	Innovative Library Technology Subgrants	Indiana State Library Patron Access and Preservation	Goal 1 Statewide Digitization Grants	Resource Sharing - Indiana Share	LSTA Public Awareness Initiatives	Library Services for Blind and Physically Handicapped Individuals	Indiana Children's Literacy Project	ConnectIN Servers	Indiana State Library Linked Data Project	Early Literacy	Bicentennial Bookshelf	Information Access for the Unserved/ Under-Served	In Pursuit of State Pride	Indiana Librarian Leadership Academy	Goal 3 Statewide Digitization Grants	State Electronic Records Initiative	Virtual Reality Headset	The Difference is You Paraprofessional Workshop
Lifelong Learning																										
Improve users' formal education			Yes							Yes										Yes		Yes				
Improve users' general knowledge and skills			Yes																							
Information Access																										
Improve users' ability to discover information resources	Yes	Yes	Yes		Yes	Yes	Yes	Yes		Yes		Yes				Yes										
Improve users' ability to obtain and/or use information resources					Yes					Yes		Yes														
Institutional Capacity																										
Improve the library workforce															Yes		Yes					Yes				Yes
Improve the library's physical and technological infrastructure				Yes					Yes							Yes							Yes	Yes		
Improve library operations		Yes		Yes				Yes	Yes																	
Economic & Employment Development																										
Improve users' ability to use resources and apply information for employment support																										
Improve users' ability to use and apply business resources																										
Human Resources																										
Improve users' ability to apply information that furthers their personal, family or household finances																										
Improve users' ability to apply information that furthers their personal or family health & wellness																				Yes						
Improve users' ability to apply information that furthers their parenting and family skills																		Yes								
Civic Engagement																										
Improve users' ability to participate in their community																			Yes							
Improve users' ability to participate in community conversations around topics of concern																										

Appendix G – Targeted Audience Table

PROGRAM/INITIATIVE	STATE GOAL	Library Workforce (current and future)	Individuals Living Below the Poverty Line	Individuals who are unemployed/underemployed	Ethnic or Minority Populations	Immigrants/Refugees	Individuals with Disabilities	Individuals with Limited Functional Literacy or Information Skills	Families	Children (aged 0-5)	School-aged Youth (aged 6-17)	General Public
Resource Sharing (Evergreen)	Goal 1											Yes
INSPIRE (Indiana's Virtual Library)	Goal 1											Yes
Indiana Virtual Catalog	Goal 1											Yes
Technology Grants and Subgrants	Goal 1	Yes										Yes
Indiana State Data Center	Goal 1	Yes										Yes
Digitization Subgrants	Goal 1											Yes
Indiana Memory Digitization	Goal 1	Yes										Yes
Statewide Remote Circulation System	Goal 1	Yes										
Innovative Library Technology Subgrants	Goal 1	Yes										
Indiana State Library Patron Access and Preservation	Goal 1	Yes										
Goal 1 Statewide Digitization Grants	Goal 1	Yes										Yes
Resource Sharing - Indiana Share	Goal 1	Yes										Yes
LSTA Public Awareness Initiatives	Goal 1	Yes										
Library Services for Blind and Physically Handicapped Individuals	Goal 2						Yes					
Indiana Children's Literacy Project	Goal 2	Yes							Yes	Yes		Yes
ConnectIN Servers	Goal 2	Yes										
Indiana State Library Linked Data Project	Goal 2	Yes										
Early Literacy	Goal 2									Yes	Yes	
Bicentennial Bookshelf	Goal 2											Yes
Information Access for the Unserved/Under-Served	Goal 2										Yes	
In Pursuit of State Pride	Goal 2										Yes	
Indiana Librarian Leadership Academy	Goal 3	Yes										
Goal 3 Statewide Digitization Grants	Goal 3	Yes										Yes
State Electronic Records Initiative	Goal 3	Yes										
Virtual Reality Headset	Goal 3	Yes										
The Difference is You Paraprofessional Workshop	Goal 3	Yes										

Appendix H – Expenditure Tables

Project Title	State Goal	FFY 2013 Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 Expenditure	Percentage of FFY 2015 Expenditures	FFY 2013 - FFY 2015 TOTAL Expenditures	Percentage of FFY 2013 - FFY 2015 TOTAL Expenditures
LSTA Administration	X	$ 121,463.00	4.00%	$ 125,843.20	4.00%	$ 124,940.08	4.00%	$ 372,246.28	4.00%
LSTA Public Awareness Initiatives	1	$ 8,179.00	0.27%	$ 5,170.74	0.16%	$ 22,718.06	0.73%	$ 36,067.80	0.39%
Library Services for Blind and Physically Handicapped	2	$ 496,931.00	16.36%	$ 539,538.15	17.15%	$ 454,755.44	14.56%	$ 1,491,224.59	16.02%
Resource Sharing (Evergreen)	1	$ 414,628.00	13.65%	$ 572,767.61	18.21%	$ 470,342.96	15.06%	$ 1,457,738.57	15.66%
Resource Sharing - Indiana Share	1	$ -	0.00%	$ 38,351.39	1.22%	$ -	0.00%	$ 38,351.39	0.41%
Statewide Remote Circulation System	1	$ -	0.00%	$ -	0.00%	$ 355,488.92	11.38%	$ 355,488.92	3.82%
Indiana Virtual Catalog	1	$ 340,257.00	11.21%	$ 350,464.00	11.14%	$ 367,499.87	11.77%	$ 1,058,220.87	11.37%
INSPIRE (Indiana Virtual Library) Databases	1	$ 399,598.00	13.16%	$ 401,511.36	12.76%	$ 371,277.43	11.89%	$ 1,172,386.79	12.60%
Goal 1 Statewide Digitization	1	$ -	0.00%	$ -	0.00%	$ 38,597.63	1.24%	$ 38,597.63	0.41%
Goal 3 Statewide Digitization	3	$ -	0.00%	$ -	0.00%	$ 18,629.54	0.60%	$ 18,629.54	0.20%
Indiana Memory Digitization	1	$ -	0.00%	$ 274,828.95	8.74%	$ 144,915.81	4.64%	$ 419,744.76	4.51%
Digitization Subgrants	1	$ 328,215.00	10.81%	$ 170,081.49	5.41%	$ 120,544.00	3.86%	$ 618,840.49	6.65%
Technology Grants	1	$ 263,924.00	8.69%	$ 307,809.98	9.78%	$ 179,885.76	5.76%	$ 751,619.74	8.08%
Virtual Reality Headset	3	$ -	0.00%	$ -	0.00%	$ 4,011.75	0.13%	$ 4,011.75	0.04%
Innovative Library Technology Sub-Grants	1	$ 154,048.00	5.07%	$ -	0.00%	$ -	0.00%	$ 154,048.00	1.66%
ConnectIN Servers	2	$ -	0.00%	$ -	0.00%	$ 104,189.46	3.34%	$ 104,189.46	1.12%
Indiana State Library Patron Access and Preservation	1	$ -	0.00%	$ 27,172.27	0.86%	$ 34,689.18	1.11%	$ 61,861.45	0.66%
Indiana State Library Linked Data Project	2	$ -	0.00%	$ -	0.00%	$ 74,500.00	2.39%	$ 74,500.00	0.80%
State Electronic Records Initiative	3	$ -	0.00%	$ 6,333.76	0.20%	$ -	0.00%	$ 6,333.76	0.07%
Indiana State Data Center	1	$ 398,741.00	13.13%	$ 161,321.88	5.13%	$ 165,017.30	5.28%	$ 725,080.18	7.79%
Early Literacy	2	$ -	0.00%	$ 70,192.62	2.23%	$ -	0.00%	$ 70,192.62	0.75%
Indiana Children's Literacy Project	2	$ 77,282.00	2.55%	$ 62,449.43	1.98%	$ 69,529.57	2.23%	$ 209,261.00	2.25%
Bicentennial Bookshelf	2	$ -	0.00%	$ 9,973.66	0.32%	$ -	0.00%	$ 9,973.66	0.11%
In Pursuit of State Pride	2	$ -	0.00%	$ 3,591.00	0.11%	$ -	0.00%	$ 3,591.00	0.04%
Information Access for the Unserved/Under-served	2	$ 4,163.00	0.14%	$ -	0.00%	$ -	0.00%	$ 4,163.00	0.04%
The Difference is You Paraprofessional Workshop	3	$ -	0.00%	$ 1,870.79	0.06%	$ 1,981.24	0.06%	$ 3,852.03	0.04%
Indiana Librarian Leadership Academy	3	$ 29,136.00	0.96%	$ 16,807.72	0.53%	$ -	0.00%	$ 45,943.72	0.49%
		$ 3,036,565.00	100.00%	$ 3,146,080.00	100.00%	$ 3,123,514.00	100.00%	$ 9,306,159.00	100.00%

LSTA Allotment $ 3,036,565.00 $ 3,146,080.00 $ 3,123,514.00 $ 9,306,159.00

Goal 1: Information Access - The Indiana State Library will provide up-to-date, reliable access to information to meet the needs of all Indiana residents by utilizing effective telecommunications, technology and resources.

Goal 1 accounts for 74.02% of FFY 2013 - FFY 2015 LSTA Expenditures

Goal 2: Enhanced Services - The Indiana State Library will aid libraries in improving services to Indiana residents, including services that support lifelong learning, employment, and civic engagement.

Goal 2 accounts for 21.14% of FFY 2013 - FFY 2015 LSTA Expenditures

Goal 3: Capacity Building -The Indiana State Library will improve the capacity of libraries through staff development and training opportunities.

Goal 3 accounts for 0.85% of FFY 2013 - FFY 2015 LSTA Expenditures

Project Title	State Goal	FFY 2013 Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 Expenditure	Percentage of FFY 2015 Expenditures	FFY 2013 - FFY 2015 TOTAL Expenditures	Percentage of FFY 2013 - FFY 2015 TOTAL Expenditures
LSTA Public Awareness Initiatives	1	$ 8,179.00	0.35%	$ 5,170.74	0.22%	$ 22,718.06	1.00%	$ 36,067.80	0.52%
Resource Sharing (Evergreen)	1	$ 414,628.00	17.97%	$ 572,767.61	24.80%	$ 470,342.96	20.71%	$ 1,457,738.57	21.16%
Resource Sharing - Indiana Share	1	$ -	0.00%	$ 38,351.39	1.66%	$ -	0.00%	$ 38,351.39	0.56%
Statewide Remote Circulation System	1	$ -	0.00%	$ -	0.00%	$ 355,488.92	15.65%	$ 355,488.92	5.16%
Indiana Virtual Catalog	1	$ 340,257.00	14.75%	$ 350,464.00	15.18%	$ 367,499.87	16.18%	$ 1,058,220.87	15.36%
INSPIRE (Indiana Virtual Library) Databases	1	$ 399,598.00	17.32%	$ 401,511.36	17.39%	$ 371,277.43	16.35%	$ 1,172,386.79	17.02%
Goal 1 Statewide Digitization	1	$ -	0.00%	$ -	0.00%	$ 38,597.63	1.70%	$ 38,597.63	0.56%
Indiana Memory Digitization	1	$ -	0.00%	$ 274,828.95	11.90%	$ 144,915.81	6.38%	$ 419,744.76	6.09%
Digitization Subgrants	1	$ 328,215.00	14.22%	$ 170,081.49	7.36%	$ 120,544.00	5.31%	$ 618,840.49	8.98%
Technology Grants	1	$ 263,924.00	11.44%	$ 307,809.98	13.33%	$ 179,885.76	7.92%	$ 751,619.74	10.91%
Innovative Library Technology Sub-Grants	1	$ 154,048.00	6.68%	$ -	0.00%	$ -	0.00%	$ 154,048.00	2.24%
Indiana State Library Patron Access and Preservation	1	$ -	0.00%	$ 27,172.27	1.18%	$ 34,689.18	1.53%	$ 61,861.45	0.90%
Indiana State Data Center	1	$ 398,741.00	17.28%	$ 161,321.88	6.99%	$ 165,017.30	7.27%	$ 725,080.18	10.53%
		$ 2,307,590.00	100.00%	$ 2,309,479.67	100.00%	$ 2,270,976.92	100.00%	$ 6,888,046.59	100.00%

LSTA Allotment $ 3,036,565.00 $ 3,146,080.00 $ 3,123,514.00 $ 9,306,159.00

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Goal 3 accounts for 0.85% of FFY 2013 - FFY 2015 LSTA Expenditures

Project Title	State Goal	FFY 2013 Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 Expenditure	Percentage of FFY 2015 Expenditures	FFY 2013 - FFY 2015 TOTAL Expenditures	Percentage of FFY 2013 - FFY 2015 TOTAL Expenditures
Library Services for Blind and Physically Handicapped	2	$ 496,931.00	85.92%	$ 539,538.15	78.68%	$ 454,755.44	64.69%	$ 1,491,224.59	75.81%
ConnectIN Servers	2	$ -	0.00%	$ -	0.00%	$ 104,189.46	14.82%	$ 104,189.46	5.30%
Indiana State Library Linked Data Project	2	$ -	0.00%	$ -	0.00%	$ 74,500.00	10.60%	$ 74,500.00	3.79%
Early Literacy	2	$ -	0.00%	$ 70,192.62	10.24%	$ -	0.00%	$ 70,192.62	3.57%
Indiana Children's Literacy Project	2	$ 77,282.00	13.36%	$ 62,449.43	9.11%	$ 69,529.57	9.89%	$ 209,261.00	10.64%
Bicentennial Bookshelf	2	$ -	0.00%	$ 9,973.66	1.45%	$ -	0.00%	$ 9,973.66	0.51%
In Pursuit of State Pride	2	$ -	0.00%	$ 3,591.00	0.52%	$ -	0.00%	$ 3,591.00	0.18%
Information Access for the Unserved/Under-served	2	$ 4,163.00	0.72%	$ -	0.00%	$ -	0.00%	$ 4,163.00	0.21%
		$ 578,376.00	100.00%	$ 685,744.86	100.00%	$ 702,974.47	100.00%	$ 1,967,095.33	100.00%

LSTA Allotment	$ 3,036,565.00	$ 3,146,080.00	$ 3,123,514.00	$ 9,306,159.00

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Project Title	State Goal	FFY 2013 Expenditures	Percentage of FFY 2013 Expenditures	FFY 2014 Expenditures	Percentage of FFY 2014 Expenditures	FFY 2015 Expenditure	Percentage of FFY 2015 Expenditures	FFY 2013 - FFY 2015 TOTAL Expenditures	Percentage of FFY 2013 - FFY 2015 TOTAL Expenditures
Goal 3 Statewide Digitization	3	$ -	0.00%	$ -	0.00%	$ 18,629.54	75.66%	$ 18,629.54	23.65%
Virtual Reality Headset	3	$ -	0.00%	$ -	0.00%	$ 4,011.75	16.29%	$ 4,011.75	5.09%
State Electronic Records Initiative	3	$ -	0.00%	$ 6,333.76	25.32%	$ -	0.00%	$ 6,333.76	8.04%
The Difference is You Paraprofessional Workshop	3	$ -	0.00%	$ 1,870.79	7.48%	$ 1,981.24	8.05%	$ 3,852.03	4.89%
Indiana Librarian Leadership Academy	3	$ 29,136.00	100.00%	$ 16,807.72	67.20%	$ -	0.00%	$ 45,943.72	58.33%
		$ 29,136.00	100.00%	$ 25,012.27	100.00%	$ 24,622.53	100.00%	$ 78,770.80	100.00%

LSTA Allotment $ 3,036,565.00 $ 3,146,080.00 $ 3,123,514.00 $ 9,306,159.00

Goal 1: Information Access - The Indiana State Library will provide up-to-date, reliable access to information to meet the needs of all Indiana residents by utilizing effective telecommunications, technology and resources.

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Appendix I – Web Survey Report

Appendix I - Indiana LSTA Web-Survey Report

Who participated?

One hundred seventy-four individuals responded to the LSTA evaluation web survey, representing one hundred fifty-three libraries. Of these, one hundred twenty-seven (74.3 percent of the total responses) were in public libraries, thirty-nine were academic libraries, and four from other types of libraries, i.e., school library, special library, museum archives. Seventy-five (75.4) percent of the respondents were library directors. Fourteen were managers/ department heads and another nine identified themselves as adult/reference/information services librarians. Responses came from libraries representing seventy-five counties in Indiana.

Because the one hundred twenty-seven public library respondents overwhelm the range of responses to survey questions, cross-tabulations have been conducted on some of the responses.

Overall, the largest group, twenty-one (21.8) percent, served populations of 2,000 to 4,999. The second largest, eighteen (18.8) percent, served communities of 1,000 – 1,999. Another eighteen (18.2) percent were in communities of 10,000 - 24,999 (Twenty-two (22.2) percent of the public library responses were in this group.) One academic library said their library served a community of fewer than 250 and one public library was in a community of 250,000 - 499,999.

Overall, twenty-six (26.3) percent, the highest percent, had five to nine full-time equivalent (FTE) staff members. Another twenty-two (22.2) percent were in libraries with two to four FTE. Twenty-four (24.4) percent of public libraries fell into this category and another twenty-three (23.6) percent had five to nine FTE. Among academic libraries, thirty-eight (38.5) percent had five to nine FTE and another seventeen (17.9) percent had ten to nineteen FTE staff.

LSTA Technology Sub-Grants
Respondents were asked to indicate whether their library had received a technology sub-grant that fits in the provided categories during the last three years. (Respondents were encouraged to select all choices that apply.) Survey participants were also able to check "other" and specify programs or initiatives. *(Please see the survey compilation for the complete answers to this question.)* "Other" responses include grants for digitization, creating library space, and other technology grants for computers and internet.

Category	Response
Grant to introduce a new technology	41.4%
Grant to replace/upgrade existing technology	37.1%
Grant to launch a new program or service, e.g. makerspace	37.1%
Grant to implement new software, app, or interface	4.3%
Grant to enhance the technological skill of library staff	4.3%

Respondents largely reported using the technology sub-grand award to "introduce new technology." (The largest percent, thirty-three (33.3) percent, of the academic library responses were in this group.) Among public libraries, the greatest use of the award was to "replace/upgrade existing technology."

Survey participants were asked to rank the relative importance of itemized characteristics regarding funding for sub-grants. Overall, the most important aspect of sub-grants was in improving the functioning of the library's existing technology followed by allowing the library to try something new. Of the eight respondents who checked other for this question, one public library response added, "Shows my board and the community that I am going after funding to add to our regular tax-funded income." Academic library responses included, "Allows my library to adjust collections, services, and programs to changing users' needs" and "Avoid state wide grand plans and develop a decentralized force through small grants."

Characteristics	All Libraries	Public Libraries	Academic Libraries
Improves the functioning of existing technology in the library	1	1	1
Allows my library to try something new	2	2	2
Allows my library to demonstrate the potential of a new service	3	4	3
Reduces costs involved in providing a service	4	3	4
Changes the public's perception of what libraries can do	5	5	6
Enables staff to provide services in a more efficient manner	6	6	5

When asked how likely it is that a highly successful demonstration grant to your library would result in ongoing local funding, forty-six (46.3) percent said it was likely or highly likely to do so. However, forty (40.7) percent were uncertain of the result.

The largest group, twenty-five (25.8) percent, of respondents reported that the minimum grant award would need to be in the range of $5,000 - $7,499 to justify the time and effort required to apply for, implement, and report on a typical grant. Nine public libraries and two academic libraries said that grants less than $2,000 would justify the effort. Two public libraries and one academic library would need a grant award of $25,000 or more.

The next question asked respondents to share any additional feedback about ISL regarding competitive technology sub-grants and include suggested areas in which grant assistance would have the greatest impact. *(Please see the survey compilation for the complete answers to this question.)* Twenty-two people provided comments, the majority from public libraries. Several comments were positive and described beneficial results of receiving grants. "LSTA grants have enabled our library to develop and innovative services and have also helped improve the network infrastructure to ensure that innovative services can be sustained to enhance services to patrons. These grants have also helped our library develop greater partnerships with community stakeholders such as the eLearning initiative that a LSTA grant helped us establish with our local school district and digitization projects with local history and genealogy groups." Several other respondents shared a need for more information on these grants, training in writing successful proposals, and streamlining the application process.

Respondents offered suggestions on specific technology and projects in which grant assistance would have the greatest impact—e.g., book sorters and self-check-in and check-out systems, digitization projects (e.g., Indiana Memory), and converting microfiche newspapers to disc. Several pointed to overall upgrading existing technology and having the resources to keep abreast of new technology and user needs. While three public library respondents noted the benefits in awarding smaller grants, one response from the academic library commented, "grants should potentially benefit ALL state residents (e.g., scanning of material of widespread use), not preference citizens of one area over another."

Continuing Education/ Staff Development

Questions 12 asks survey respondents how aware they were of nine continuing education offerings supported by ISL. The table below lists the offerings in descending order of overall "very aware" responses. It was also possible to check not applicable for each offering. One hundred-six people were very aware of INSPIRE training. However, taking into consideration the notable number of "not applicable" responses, Evergreen training had the highest percent of "very aware" responses. Likewise, while the greatest percent of public library respondents were very aware of Children's and youth services training, respondents are very aware of Evergreen training when adjusted for the large percentage of "not applicable" responses.

Overall, fifty-eight respondents (34.1 percent) reported being "very unaware" of Data center/Census training. Public library responses were also very unaware of Data center/Census training and academic libraries reported being very unaware of Talking Book services/services to individuals with disabilities training. "Other" non-technology training responses included new director and new hire training, budget and book keeping, and dealing with workplace stresses. *(Please see the survey compilation for the complete answers to this question.)*

Continuing Education Offerings	Totally unaware	Somewhat aware	Very aware	Not applicable
INSPIRE training	8.8%	25.1%	62.0%	4.1%
Evergreen training	9.4%	14.0%	59.1%	17.5%
Children's and youth services training	8.8%	22.8%	57.9%	10.5%
Leadership training	10.5%	39.2%	48.0%	2.3%
Early literacy training	11.7%	31.6%	46.2%	10.5%
Preservation/digitization training	10.0%	47.6%	40.6%	1.8%
Talking Book services/services to individuals with disabilities training	17.6%	35.3%	40.0%	7.1%
STEM/STEAM/makerspace training	15.8%	44.4%	35.7%	4.1%
Other technology training	16.6%	53.3%	26.6%	3.6%
Data center/Census training	34.1%	46.5%	14.1%	5.3%

The next question asked respondents to select in which of the nine offerings they had personally participated, in which other staff members from their library had participated, and in which neither they nor any of their other staff had participated. The table below indicates "library participation" which is the combined results for choices, "I have personally

participated" and "Other staff members from my library have participated." Data is presented in descending order of overall participation. It was also possible to check not applicable for each offering. Participation in training parallels awareness, in that the greatest participation, seventy (70.5) percent, is in INSPIRE training. And again, adjusting for selection of the "not applicable" choice, percent of participation is highest with Evergreen training. Moreover, respondents indicated that Data center/Census training had the least participation—seventy-four (74.6) percent responded "Neither I nor any of the other staff at my library have participated."

Accordingly, public libraries reported eighty-one (81.9) percent participation in Children's and youth services training and also eighty-one (81.6) percent participation in INSPIRE training. However, adjusting for "not applicable" responses, percent participation is slightly higher in Evergreen training. Among academic libraries, Preservation/digitization training had the greatest participation and STEM/STEAM/makerspace training had the least.

Continuing Education Offerings	Library Participation	No Participation	Not Applicable
INSPIRE training	70.5%	24.9%	4.7%
Other technology training	64.1%	34.8%	9.4%
Children's/youth services training	63.5%	21.0%	15.5%
Evergreen training	56.7%	17.3%	26.0%
Early literacy training	54.0%	29.0%	17.0%
Leadership training	48.9%	44.9%	6.3%
Preservation/digitization training	38.6%	55.7%	5.7%
STEM/STEAM/makerspace training	34.3%	56.4%	9.3%
Taking Book services/services to individuals with disabilities training	16.5%	70.7%	12.8%
Data center/Census training	15.4%	74.6%	10.1%

Academic library responses to "other" non-technology training included, government documents training day (held at ISL), SRCS training, and Discovery to Delivery (ISL and ALI). Public libraries participated in budget and bookkeeping workshops, professional development training, new director training, and training to reach retired adults. *(Please see the survey compilation for the complete answers to this question.)*

The survey then asked respondents to rate the nine continuing education opportunities in terms of their satisfaction with those opportunities. As there was a relatively high number of respondents that checked "not applicable," the table below is adjusted to represent those responses in which continuing education offerings were applicable. The table below lists the opportunities in descending order of the percent of respondents giving a rating of four or five where five indicates completely satisfied. The table also lists the percent of respondents who said they were neither satisfied nor dissatisfied, the "neutral" rating. Public library survey participants were most satisfied with Children's/youth services training and most dissatisfied with Leadership training. Academic libraries, however, were most satisfied with the leadership training and equally dissatisfied with Preservation/digitization training and INSPIRE training.

Continuing Education Offerings	Dissatisfied	Neutral	Satisfied
Children's/youth services training	3.0%	14.0%	83.0%
Evergreen training	3.7%	21.0%	75.3%
INSPIRE training	4.2%	21.8%	73.9%
Early literacy training	1.2%	27.7%	71.1%
Leadership training	4.5%	29.5%	65.9%
Other technology training	2.5%	35.0%	62.5%
STEM/STEAM/makerspace training	2.9%	39.7%	57.4%
Preservation/digitization training	1.3%	44.7%	53.9%
Talking Book services/services to individuals with disabilities training	3.8%	53.8%	42.3%
Data center/Census training	0.0%	59.1%	40.9%

Question 15 asked respondents to share any additional feedback ISL regarding its support for continuing education and staff development. *(Please see the survey compilation for the complete answers to this question.)* Seventeen people provided comments, the majority from public libraries. Several comments were positive and pointed to specific trainings. "Continuing training on Evergreen is very helpful." "Love the training opportunities available especially in technology." Two responses commented on the difficulty in answering this set of questions. "Because the survey didn't specify how recently the training had been attended, in some cases our staff attended these categories many years ago and the people who attended don't work here any longer." "The effectiveness of the training is dependent so much on the experience of the trainer." Three of the academic library responses noted an unawareness of the education and development offered by ISL.

The Indiana Talking Book and Braille Library
Questions 16-19 pertain to awareness of services and resources through the Indiana Talking Book and Braille Library. Forty-four (44.1) percent of the respondents rated their awareness of the National Library Service (NLS) as a four or a five where five meant very aware of the program. Another thirty (30.6) percent were moderately aware of the program. While public libraries were thirty-three (33.9) percent "very aware" of NLS, forty-six (46.2) percent of academic libraries were "unaware of this service."

Respondents were most aware of the Talking Books Collection. Twenty-six (26.9) percent were aware (rated a four or a five) and another twenty-eight (28.7) percent were moderately aware.

Overall, awareness diminished when they were asked about BARD: Braille and Audio Reading Download. Only eleven (11.3) percent rated their awareness as a four or a five and another twelve (12.5) percent were moderately aware of BARD.

The program respondents were least aware of the INDIANA VOICES: Recordings of Indiana. Eight (8.9) percent rated their awareness a four or a five. Thirty-nine (39.6) percent were unaware of this service.

Twenty-two (22.6) percent agreed or strongly agreed with the statement: my staff have the skills and training they need to inform patrons about the Talking Book and Braille program and

to help them register for the service. Forty-five (45.2) percent disagreed or strongly disagreed with the statement. Seven (7.2) percent of public library and twenty-three (23.7) percent of academic library respondents "strongly disagreed" with the statement.

Question 21 asked "how does the availability of this program/service affect your ability to serve patrons?" Respondents were asked to choose the one response that is most important for their library. About half of respondents, fifty-nine (54.4) percent, said the availability of the program in broadening the range of services and resources their patrons can access is most important for their library. Another twenty-five (25.5) percent indicated that these programs improve the quality of service the library can provide to patrons.

Fourteen people provided comments that either indicated interest in learning more about the resources or current lack of use. "We are aware that it's available, but would love to learn more about the program to better "sell" it to patrons who might need it." "We have many new staff members who are probably unaware." "I think it's a great program although we don't use it right now." *(Please see the survey compilation for the complete answers to this question.)*

INSPIRE (Online Databases)
Questions 23 through 30 pertain to the e-resources and databases available through INSPIRE, Indiana's Virtual Library.

Question 23 asked respondents to use a scale of 1-5 (with 1 being completely dissatisfied and 5 being completely satisfied) to describe their satisfaction with each of 81 e-resources. The following table lists the resources in descending order of percent of "satisfied" responses. The percent satisfied column represents the sum percent of 4 and 5 ratings and the percent dissatisfied column represents the percent giving the rating of 1 and 2.   .

INSPIRE e-Resources	Dissatisfied	Neither Dissatisfied nor Satisfied	Satisfied	Not Familiar/ Unable to Rate
WorldCat	3.2%	9.5%	63.9%	23.4%
Academic Search Premier	1.8%	4.9%	62.6%	30.7%
Indiana Memory	1.9%	6.3%	58.9%	32.9%
ERIC (Education Resource Information Center)	1.9%	8.1%	55.6%	34.4%
Gale Virtual Reference Center	3.1%	10.0%	55.6%	31.3%
Census.gov	2.5%	10.6%	55.3%	31.7%
MEDLINE with Full Text	1.3%	7.0%	54.1%	37.6%
Indiana History Online	1.3%	7.0%	51.0%	40.8%
Biography in Context	3.1%	9.9%	49.7%	37.3%
Contemporary Authors	4.3%	9.3%	49.4%	37.0%
MEDLINE	1.9%	10.9%	49.4%	37.8%
Newspaper Source Plus	1.3%	9.6%	47.4%	41.7%
Testing and Education Reference Center	1.3%	7.7%	47.1%	43.9%
Medline Plus	1.3%	10.2%	45.2%	43.3%
Newspapers.com	1.3%	12.7%	44.6%	41.4%
Rosetta Stone	2.6%	7.7%	44.2%	45.5%
EBSCO eBook Collection	6.2%	10.6%	44.1%	39.1%
Business Source Complete	1.9%	8.6%	43.8%	45.7%
Library and Information Science Abstracts	2.5%	8.9%	43.7%	44.9%
MasterFILE Premier	0.6%	10.2%	43.3%	45.9%
History Reference Center	1.3%	9.7%	43.2%	45.8%
Consumer Health Complete	1.9%	10.6%	42.2%	45.3%

LitFinder	3.8%	10.1%	39.9%	46.2%
Health Source - Consumer Edition	1.3%	10.1%	39.2%	49.4%
Books & Authors	3.8%	11.3%	38.8%	46.3%
Hobbies and Crafts Reference Center	1.3%	10.6%	38.8%	49.4%
Health Business FullTEXT	1.3%	8.9%	38.6%	51.3%
Health and Wellness Resource Center and Alternative Health Module	2.5%	10.7%	37.1%	49.7%
Health Reference Center Academic	1.9%	9.5%	36.1%	52.5%
Biography Reference Center	3.7%	13.0%	36.0%	47.2%
Literary Reference Center Plus	2.5%	8.9%	35.4%	53.2%
Small Business Resource Center	1.3%	9.0%	34.8%	54.8%
Funk & Wagnalls New Encyclopedia	3.8%	14.6%	34.8%	46.8%
Small Business Reference Center	1.3%	10.3%	34.6%	53.8%
Home Improvement Reference Center	0.6%	11.3%	34.6%	53.5%
Health Source - Nursing/Academic Edition	0.6%	8.8%	34.0%	56.6%
Hoosier State Chronicles	1.3%	8.2%	34.0%	56.6%
Professional Development Collection	2.6%	11.0%	33.5%	52.9%
Social Sciences Full Text	1.9%	9.7%	33.5%	54.8%
Humanities Full Text	1.3%	9.0%	32.7%	57.1%
Biomedical Reference Collection: Basic	3.1%	10.6%	32.5%	53.8%
Science in Context	1.3%	12.7%	32.5%	53.5%
Biography Reference Bank	3.1%	13.8%	31.3%	51.9%
Science Reference Center	1.3%	12.1%	31.2%	55.4%
Short Story Index	1.9%	11.5%	30.6%	56.1%
Primary Search	1.9%	14.0%	30.6%	53.5%
Nursing Resource Center with Nursing and Allied Health Collection	1.3%	10.3%	30.1%	58.3%
McClatchy-Tribune Collection	0.7%	10.5%	29.4%	59.5%
Essay & General Literature Index	2.5%	12.6%	28.9%	56.0%
Newswires	1.9%	11.5%	28.8%	57.7%
Readers' Guide Full Text Select	1.3%	11.5%	28.7%	58.6%
Military & Government Collection	1.3%	11.5%	28.0%	59.2%
TeachingBooks.net	1.9%	14.8%	26.5%	56.8%
TOPICsearch	3.2%	12.8%	26.3%	57.7%
Business Wire News (formerly Regional Business News)	2.5%	11.8%	26.1%	59.6%
Alt HealthWatch	3.7%	11.7%	25.8%	58.9%
Film & Television Literature Index with Full Text	1.9%	10.6%	25.6%	61.9%
Corporate ResourceNet	2.5%	12.4%	24.8%	60.2%
MagillOnLiterature Plus	2.5%	12.0%	24.1%	61.4%
GreenFILE	1.9%	8.9%	24.1%	65.2%
Military and Intelligence Database	1.3%	9.6%	23.6%	65.6%
Play Index	1.3%	11.5%	22.4%	64.7%
Vocational and Career Collection	1.3%	11.5%	21.8%	65.4%
International Bibliography of Theatre & Dance with Full Text	1.3%	10.3%	21.2%	67.3%
MAS Ultra - High School Edition	0.6%	13.5%	21.2%	64.7%
Points of View Reference Center	3.8%	12.2%	19.9%	64.1%
Middle Search Plus	0.6%	14.6%	19.7%	65.0%
Explora for High Schools	1.3%	11.9%	18.8%	68.1%
Explora for Public Libraries	1.9%	12.1%	18.5%	67.5%
Entrepreneurial Studies Source	3.8%	11.3%	18.2%	66.7%
Web News	1.3%	12.9%	18.1%	67.7%
Informe Academico	1.3%	9.0%	18.1%	71.6%
Vocational Studies Premier	0.6%	12.8%	17.9%	68.6%
Read It!	0.0%	14.6%	17.8%	67.5%
Explora for Elementary Schools	1.3%	11.9%	17.5%	69.4%
Explora for Middle Schools	1.3%	11.9%	17.5%	69.4%
Explora Educator's Edition	0.6%	12.5%	16.9%	70.0%
Referencia Latina	1.3%	12.7%	13.4%	72.6%
Fuenta Academica Premier	0.6%	12.0%	12.0%	75.3%
Fonte Academica	1.9%	12.7%	9.5%	75.9%
Vente et Gestion	1.3%	12.8%	7.1%	78.8%

WorldCat had the highest satisfaction rating and it was the best known of the resources (it had the lowest rating of "not familiar/unable to rate"). One resource, Read It!, received no "dissatisfied" ratings, however sixty-seven (67.5) percent were unfamiliar or unable to rate the resource.

Among public libraries, WorldCat similarly had the highest satisfaction rating and was the best known of the resource. Indiana Memory, Census.gov, Indiana History Online, Academic Search Premier additionally received satisfaction rating over fifty percent from public library respondents.

Highlighting the difference in the intended audiences for the various e-resources, Academic Search Premier and EBSCO eBook Collection had zero percent rating for unfamiliarity of inability to rate the resource among academic library respondents. Those respondents also gave over ninety percent satisfaction rating to Academic Search Premier (94.7%) and ERIC (91.9%) and over eighty percent satisfaction rating for: Business Source Complete, Library and Information Science Abstracts, EBSCO eBook Collection, WorldCat.

Question 24 asked which five of the e-resources in the previous question are of greatest importance to your patrons/users. Public library respondents selected Testing and Education Reference Center (twenty-nine respondents), Academic Search Premier (selected by twenty-five), Rosetta Stone (chosen by twenty-four), WolrdCat (twenty-three respondents), and Indiana Memory (seventeen respondents). Academic library respondents chose Academic Search Premier (thirty-one respondents), Business Source Complete (twenty-two respondents), WorldCat (chosen by ten), and nine respondents each, Health Source - Nursing/Academic Edition and Medline w/Full Text.

Question 25 asked for the reason for the respondent's first choice in the previous question. *(Please see the survey compilation for the complete answers.)* About half of the sixty-seven public library respondents gave a reason that focused on user needs: "These are most commonly used/needed by patrons." "Patrons have requested this program for years." "Ease of use and it's applicable to many of the kids we see." Three statements were specifically made about MasterFILE Premier: "MasterFile gives amazing access for research with full text and timely information. We honestly couldn't serve our patrons without it because as a public library we often don't have books/information on the very specific research topics they're studying." Another three comments mentioned Testing and Education Reference Center: "Many of our patrons are looking for help with GED, ASVAB, SAT and ACT prep. TERC provides resources for study and practice tests."

Seven academic library respondents mentioned Academic Search Premier. "I think that ASP is a great general database that covers many topics that underclass undergrads would need, and can be useful for many upper division liberal arts classes." "We had 43,953 searches in Academic Search last year; it's heavily used." Three other resources were specifically mentioned. "Business Source Complete is a very comprehensive resource for business that we may not be able to afford on our own." "It's a very accessible database for students in the health sciences. MEDline is still available through PubMed, if needed, but losing Health Source would have a significant impact on our students." "WorldCat is the best resource for finding library holdings for resource sharing. This makes it the most important academic research tool."

Question 26 asked if there were other e-resources/databases that respondents wished INSPIRE included that are currently not available. Overall, thirty-eight (38.5) percent of respondents said "yes." Twenty-eight (28.8) percent of public the library participants said "yes" and thirty provided specific resources. Genealogy resources (i.e., Ancestry.com and Heritage Quest) were most frequently cited. There was strong interest in automotive resources (e.g., Chilton Auto Repair) and Novelist was mentioned five times. *(Please see the survey compilation for the complete answers to this question.)*

Additionally, sixty-four (64.7) percent of the academic library respondents said "yes" and twenty-two provided feedback. CINAHL with Full Text was cited by six respondents and both PsychINFO and PsycArticles was mentioned. *(Please see the survey compilation for the complete answers to this question.)*

The next question asked respondents to indicate the degree to which they agree or disagree with the following statement: My staff have the skills and training they need to use and teach patrons how to use the INSPIRE resources. Thirty-six (36.1) percent of the public library respondents agreed or strongly agreed with the statement, however, only eight (8.2) percent "strongly agreed." Eighty-nine (89.2) of academic library respondents agreed or strongly agreed with the statement and of that, almost sixty (59.5) percent strongly agreed. No respondents disagreed.

Question 29 asked how the availability of INSPIRE resources affected the ability of the respondents to serve their patrons. Overall fifty-one (51.2) percent said the availability "broadens the range of services/resources our patrons can access." Another twenty-eight (28.4) percent said it "improves the quality of service we can provide to patrons. The relative ranking of the choices did not differ among public libraries; however academic library responses ranks "Reduces the overall cost of services to patrons" higher than "improves the quality of service."

Overall, fifty-two respondents provided additional feedback for ISL regarding the INSPIRE program. *(Please see the survey compilation for the complete answers to this question.)* While the majority of public library comments were positive, several noted a lack of use, and a few responses were critical. Two remarked on the duplication of information among the databases, one does not find INSPIRE user friendly, and another said it is "very inconvenient to have to wait for password to be mailed to the patron for access to the databases." Several public library respondents commented on the need for more training, two recommend "Designing an app so people can use it on their phones" and two others suggest cutting costs "if you didn't send out so much paper."

Nearly all of the seventeen academic library responses were positive, commenting on the importance of INSPIRE to their library: "INSPIRE is a transformative, foundational program that brings absolutely enormous benefits to the Earlham College community ... and to the state as a whole I would assume." "Continuation of the INSPIRE program is very important to our library

and to my friends/family that access resources through the Indiana public libraries. It would be a HUGE loss to our users if this program were to be diminished or eliminated."

Digitization

Survey participants were asked the degree to which they were aware of seven continuing preservation and digitization efforts supported by ISL. The table below presents data in descending order by percent of respondents "very aware" of the digitization efforts. Overall, seventy-seven respondents, the highest percent, were very aware of Indiana Memory and ninety-two said they were totally unaware of Indiana Memory Resources for Teachers.

Digitizing efforts	Totally Unaware	Somewhat Aware	Very Aware
Indiana Memory	12.7%	41.0%	46.4%
Hoosier State Chronicles Digital Newspapers	27.3%	43.0%	29.7%
Training on digitization	27.9%	48.5%	23.6%
InDiPres - Indiana Digital Preservation	48.8%	32.3%	18.9%
Consultations by the Digital Initiatives Librarian	52.1%	32.1%	15.8%
Scanner and equipment loans from ISL	51.5%	33.9%	14.5%
Indiana Memory Resources for Teachers	56.1%	31.1%	12.8%

Question 32 asked respondents to use a scale of 1-5 (with 1 being never and 5 being frequently) to indicate the degree to which the library staff actively use each of the seven resources. Survey participants were also able to check "was unaware of this resource." Complementing the previous question, the resource to which survey participants were most aware, Indiana Memory is the most used resource, fifty-two (52.1) percent of respondents, which combined rating 3-5 (occasionally, regularly, frequently used). Among academic libraries, InDiPres - Indiana Digital Preservation is the most "frequently used" resource. Overall sixty-three (63.6) percent said they never use Scanner and equipment loans from ISL.

Almost sixty (58.4) percent of survey respondents are aware of resources held by their library that are candidates for digitization. Thirty-one (31.3) percent don't know or are unsure. Seventy-four (74.1) percent indicate that it is important or very important to digitize some or all of these collections. Almost ten (9.4) percent don't know or are unsure.

The final question asked respondents to share any additional feedback the ISL regarding digitization efforts. *(Please see the survey compilation for the complete answers to this question.)* Both public and academic library feedback specified resources that should be digitized: microfilm, local newspapers, and local historical collections. Two academic library comments noted an unawareness of the program and several public library respondents mentioned the need for more resources: "More publicity would be helpful." "We have been limited by staff and time in seeking resources to digitize our local collections." "I would like to digitize materials but being short-staffed, find it difficult to even inventory those older materials in storage, let alone think about digitizing them."